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The project had its beginning at one junior high school. No sooner had it started than attention was turned to the variety of urban problems which cause educational disadvantagement. Teacher preparation, desegregation, pre-school training, curriculum development , student motivation, and school dropouts were identified as some of the major areas in need of greater attention. The Syracuse School District via the Madison Area Project served as the **catalyst** for change toward the goal of establishing a broader framework of action in solving urban problems.

The following programs, projects, and services were developed in the first two years: ungraded schools, curriculum revision, specialized grouping, trips and enrichment, summer schools, mental health teams, remedial reading, school volunteer program, mathematics development, work experience programs, and Project ABLE (a program to motivate underachievers).

A preview of its third and final year, 1964-65, reveals the beginning of a triangular partnership between three institutions on behalf of Syracuse youth: The Syracuse School District, the Mayor's Commission for Youth, and Syracuse University. Ten public schools will serve as operation headquarters for four projects: the Madison Area Project, the Syracuse Action for Youth Program, Urban Teacher Preparation Program, and The School Integration Program.

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The Madison Area Project

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Emil J. Cost
Principal, Croton
Miss Eleanor L. Kenneuy
Principal, Irving

*Resigned October, 1964

THE COVER PHOTOGRAPH:

"Even the Walls Teach," commented Harold E. Addington, in a* Herald Journal *editorial (see p. 27). The floor to ceiling display areas were created as part of the Madison Area Project's program to develop an atmosphere where learning is valued.

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LABORATORY FOR CHANGE:
The Madison Area Project

A Summary Report
to
The Ford Foundation
and to the
Greater Syracuse Community
of the Project's Second Year
1963-64
And a Preview of the Third Year

City School District
Syracuse, N. Y. October, 1964

So Much Has Happened So Fast . . .

. . . That there hasn't been time to tell about it. A whole school year rolled by with new things happening daily, so that interpretation couldn't keep abreast of them.

Fall, 1964 will open the third and final year of the Madison Area Project but the Project will not die, . . . it will just merge into bigger and wider services to larger numbers of youth. The goal will be the same: erasing disadvantages and developing the potential of our nation's greatest resource — its youth.

Detailed reports and prospects can be studied at Project headquarters. This summary report merely highlights the second year's activity and previews the third. While it provides an overview of the directions the Project has been moving, and indicates the gains, the most important concept which can be passed on here is the distance still to be traveled. Its message is *challenge*. Vehicles for accomplishing the goals have been created. They will expand and grow if the community continues to accept the challenge of developing its youth.

Hopefully, this report will be a "thank you" to everyone who has participated in any way in the Madison Project and a "thought starter" to everyone reading it.

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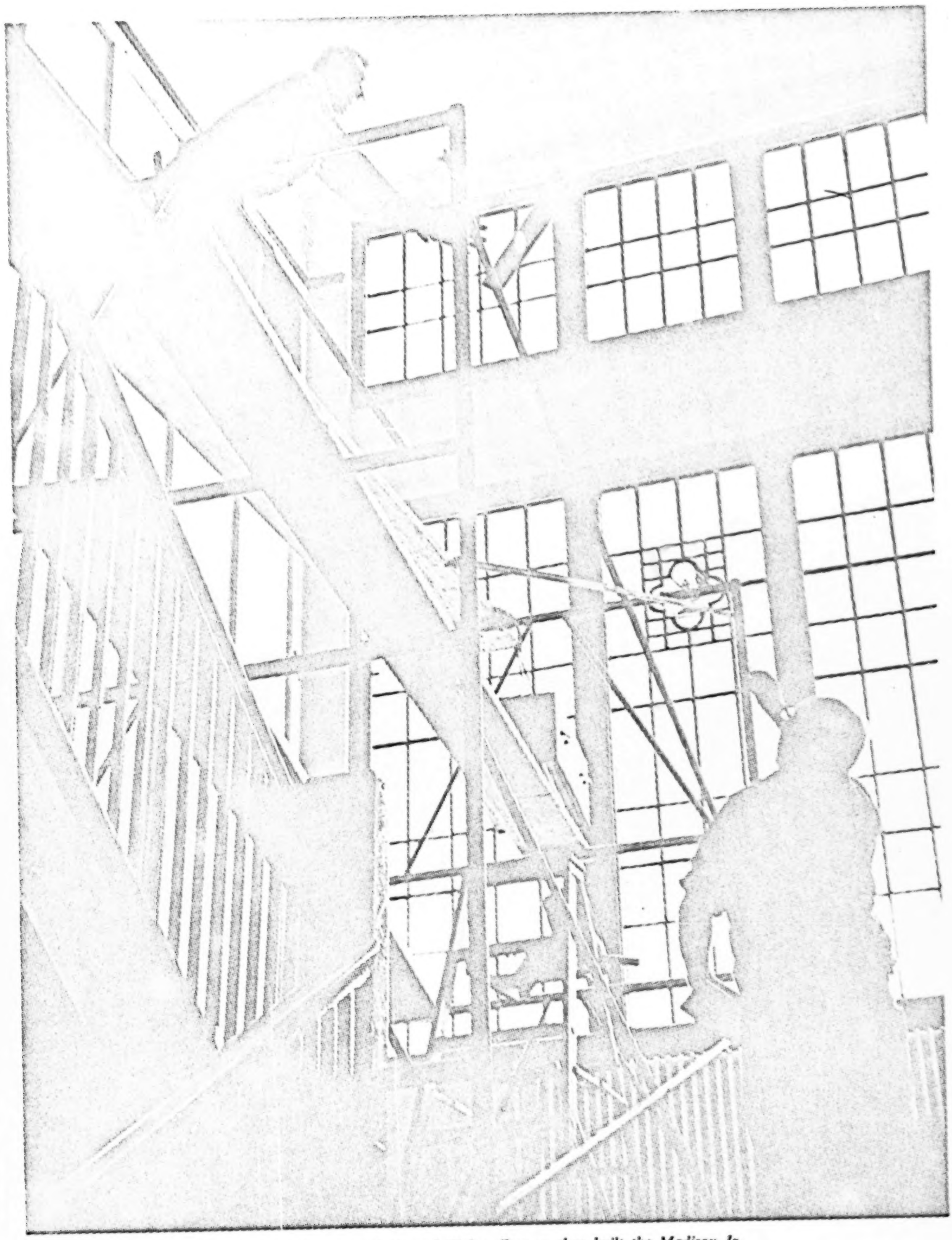


School District carpenters Kurt Dreier (on scaffold) and Walter Fust as they built the Madison Jr. High School bulletin boards which were destined to enhance the learning climate.

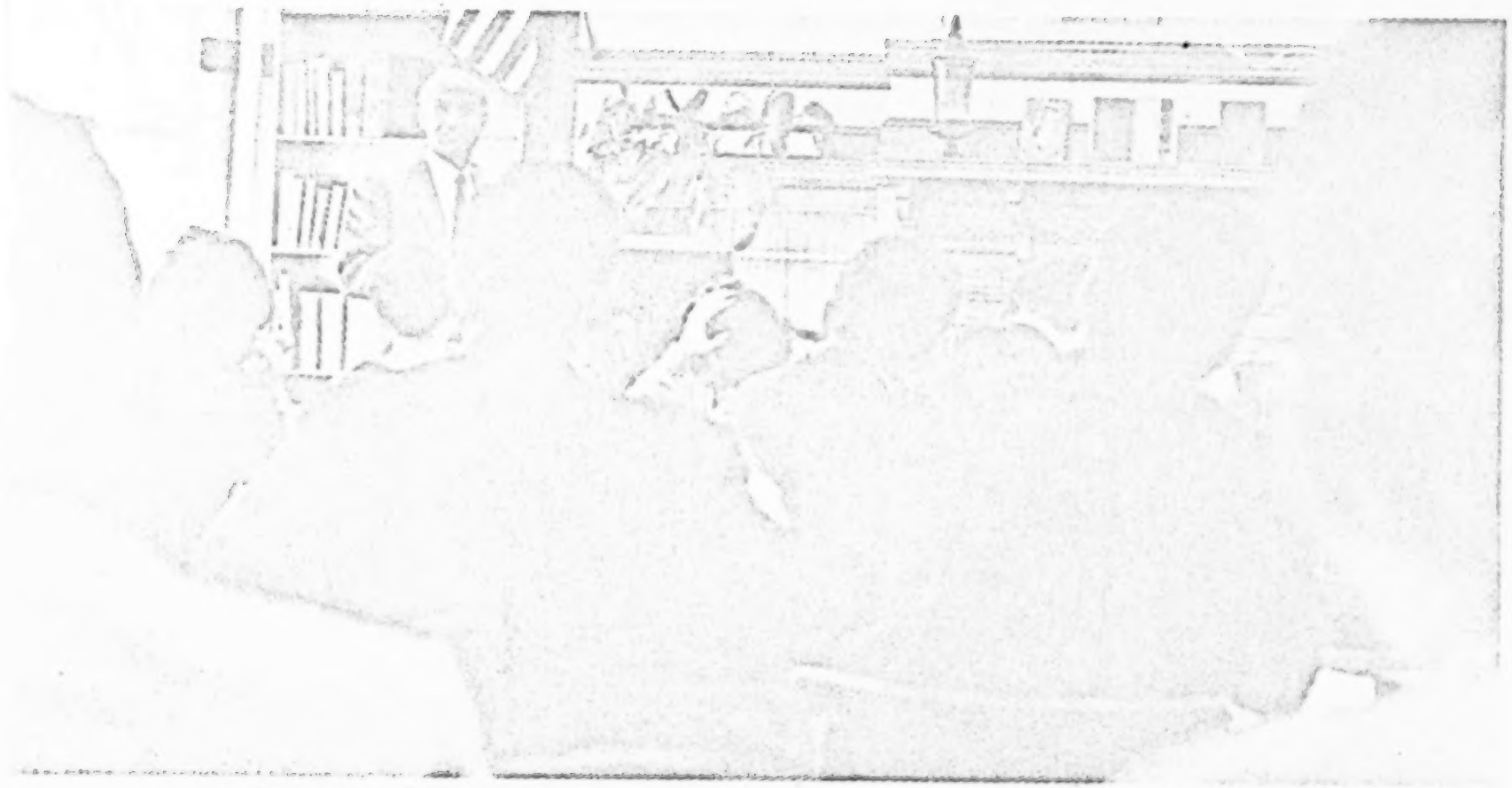
Background...

IT STARTED WITH ONE JUNIOR HIGH SCHOOL

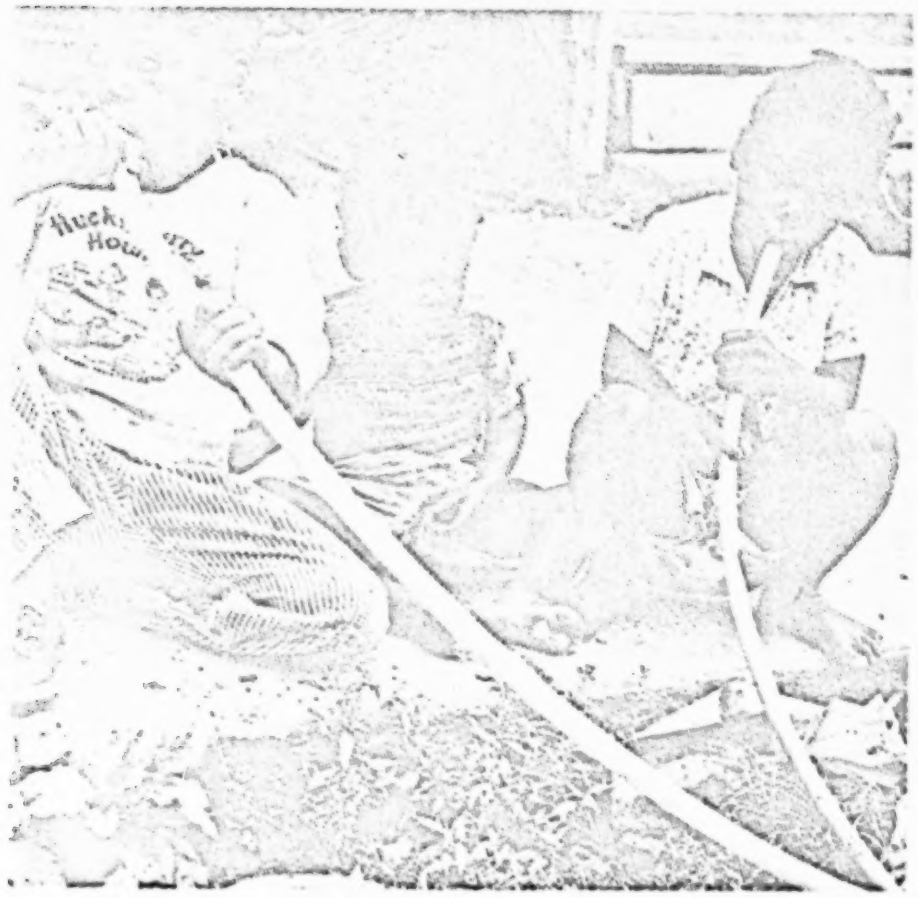
The Youth Development Center, "godfather" to the Madison Area Project, published a report this year of its first five years, 1958-1963. Included is a description of YDC's involvement in the Madison Area public schools:

> "The Madison Area Project began because Syracuse like most metropolitan areas, has its slums . . .
>
> "Eighty-five percent Negro, and with enough educational and social problems to drive a teacher to early retirement, Madison School began occupying the attention of the Youth Development Center almost from the first moment there was a Center . . . In November, 1958, the Center began discussions with the Superintendent of Schools and central administrative staff over a possible working relationship in the Madison Area. ". . . The problems were so immense that, as one staff member commented, 'Working in Madison School . . . is like going on safari with a slingshot.'
>
> ". . . Center staff members recommended that the Syracuse University School of Education be commissioned to do a six month study of the school situation and propose corrective measures . . . In July 1961, the study team issued its recommendations in a 116-page report, *Analysis and Proposals for the Madison Area Education Program.*
>
> "Drawing heavily on experience acquired in Higher Horizons-type projects for the culturally deprived child, the report called for sweeping curriculum and administrative changes, greatly expanded student services, extensive parent education programs, additional faculty and special-services personnel, in-service training programs, and enlarged recreational and community activities. The goals set for the new Madison Area Project were (1) to increase the academic achievement level of the students, (2) to increase culturally approved social skills, (3) to motivate students toward standards of excellence, (4) to change those values that may retard a student's social mobility, (5) to develop positive vocational attitudes and skills, (6) to build positive self-concepts among students, (7) to develop a consistent program to inform and involve the entire community, and (8) to evaluate the program.
>
> "Initial financing for this expanded project was obtained from the Syracuse Board of Education, the New York State Department of Education, and the Ford Foundation. The Youth Development Center guided the successful search for funds. . . . With Dr. Fantini's appointment in April, 1962, the Center's active involvement in the Madison Area Project came to an end . . . The rapidly developing Madison Area Project can be placed in the Center's favorite category, that of 'community project successfully launched with Youth Development Center aid and now operating on its own.'

From its "safari with a slingshot" beginning, the Project has grown in just two years to the lengths summarized in this report. The depths from which the need sprung are also the depths at which the seeds of change were planted. The trunk and branches can now be seen well above the ground. It can be expected that "the deeper the roots, the higher the tree will grow."



Teaching Training: Dr. James Bell, prominent child psychiatrist, addresses the Madison faculty on "The Teacher and Junior High School Discipline."



Preschool Education

Motivation

Any focus on the problems of urban education would spotlight needs for more inservice training on urban problems, special education for pre-schoolers, and curriculum materials that will motivate urban youngsters.

1

LABORATORY FOR CHANGE: The Madison Area Project

Dr. Fantini

The Madison Area Project was the laboratory where educational change could begin, a sub-unit for creating and nurturing new ideas. These are finding their way from the laboratory into the larger educational structure, where all youth can benefit.

Cities are rapidly replacing rural areas as the centers of American life. Major educational problems will have to be solved. Projects like the Madison Area Project, the Urban Teacher Preparation Program, the Integration Program, and the Mayor's Commission for Youth can make it possible for all America's human resources to be developed to their fullest potential. The school, by the nature of its role in society, is the major institution to assume the responsibility for solving the complex problems facing children in growing up in large cities.

Mario D. Fantini
Director

The Madison Area Project had its beginning at one junior high school, but it had no sooner started than it began to focus on the urban problems which cause educational disadvantage. Created to find effective ways to increase the scholastic achievement of inner city youngsters, the Project had a vantage point from which to observe and recognize the factors causing failure in school. It became clear that not only must the whole community be mobilized for action, but also there must be set into motion programs to bring into being a new climate where disadvantage would not continue to flourish.

Teacher preparation, desegregation, pre-school training, developing materials, finding new ways to motivate students, reaching potential as well as past dropouts — these were identified as some of the needs of urban education. Two of the biggest hurdles, the preparation of teachers for the demands of urban teaching and the paving of the way for true integration in desegrated schools, can now be overcome. The project was instrumental in formulating plans for action programs in these areas. Moreover, the Madison Area Project contributed to the development of the education program of the Mayor's Commission for Youth, which will have an impact on the other problems listed.

Syracuse, New York has become a center that other cities can look to as a leader and an example that they can follow. The Madison Area Project represents one of the few times that education has taken the lead in solving a community problem. The leadership it has provided has been of a unifying nature, mobilizing, involving and coordinating community effort. That it has been successful with this approach is evidenced by its award from the 1963 New York State Welfare Conference, the increasing numbers of national educational conventions in which Syracuse educators are asked to participate, and the people from across the country who travel to Syracuse to see its programs in action, or who turn to Syracuse for help in getting their programs started.

The Syracuse School District via the Madison Area Project was privileged to serve as the catalyst for change, toward the goal of establishing a broader framework of action in facing and solving urban problems.

Planning for Change: Andrew Patterson, Mrs. Doris Gilbert, and Mrs. Mildred Woods, the Seventh grade Language Arts team, discuss the development of a sequence for learning English so that an ungraded curriculum can be established.

2

MUCH HAS BEEN DONE... MUCH REMAINS TO BE DONE

So vast and so varied were the programs and projects carried on within the framework of the Madison Area Project that to describe them there must be a focal point. This summary will use curriculum change as that focus, since the Madison Area Project's primary business is the improvement of learning. Changing the curriculum to meet the needs of the population the school was serving, adding whatever services and programs and methods that would contribute toward reaching this goal — this was the *modus operandi* of the Project.

The importance of curriculum change if the school is to reach the youngster from less advantaged sections of the city has been well documented. For example, Kay Ware points out in an article for the U.S. Department of Health, Education and Welfare, "As the slum child moves through the graded segments of growth which were never designed for him anyway, his interest, if any, oozes away; and when the compulsory attendance laws no longer restrict his freedom, he escapes from his concentration camp and helps form the 'social dynamite' in the jungles of our big cities."

Ungraded Schools, Curriculum Revision, Unique Scheduling, Specialized Groupings, Trips and Enrichment, Summer School, Project Able, Mental Health Teams, Remedial Reading, School Volunteer Program, Mathematics Development, The World of Work Program, Ego Development, Documentation, Learning Caravan, Measurement — each was a vital service and met a particular need. Together they contributed to curriculum change and became the mechanisms of a new vehicle for developing the learning potential that exists in all children.

Ungraded Schools

During the 1963-64 school year, Madison, Croton and Irving teachers, planning together in teams, broke down the major subject areas—language arts, mathematics, science, reading, and social studies — into sequential "ladders." They determined the skills and sequence belonging to each step of the ladder, and decided which teaching techniques, tests, etc. were best suited to the various "personality" groupings and to the skill under development. They were guided in the planning sessions by the curriculum coordinator and the helping teachers. As aspects of the sequential ladder approach were worked out they were put into operation. For example, the continuous regrouping process was used to help 7th grade pupils improve in the various language skills. After testing to uncover pupil strengths and weaknesses, the pupils were grouped according to their individual needs. As they mastered a particular skill they were sent to another group working in another area of need.

Pupils can now be matched to ladders rather than to a grade, and can spend as much or as little time in learning at a particular rung of the ladder. With a sequence ladder for every subject, it is possible for

a pupil to study at several different levels, depending on the subject. This approach to curriculum is called "ungraded" because of its disregard for the yearly promotion to the next grade which is currently practiced in most schools in the nation. Under the new system children will not "fail" nor be "promoted" as such. The curriculum ladders have been organized in terms of several years of a subject field, rather than on a year-by-year basis. The planning teams also decided on a maximum and a minimum number of years to be spent in a particular subject area. Those who finish before the smallest number of years will be given enrichment material until that time, to avoid the phenomenon of the twelve year old Harvard freshman. On the other side of the coin, those who, after spending the maximum number of years, still have not attained mastery will be moved to the next level but given special attention in learning the new material.

Curriculum Revision

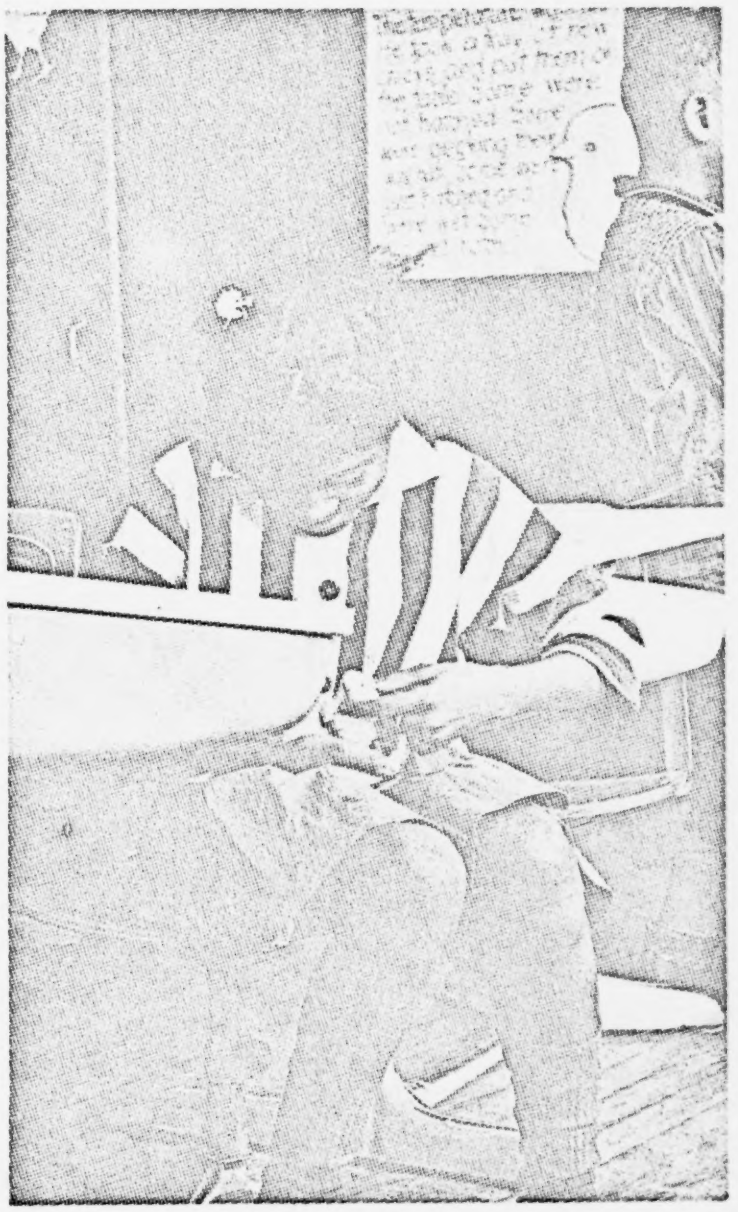
The movement toward ungrading the curriculum was not the only direction of curriculum change. At the same time that the planning teams were working on the sequential approach, they inspected the curriculum to see that it reflected the contributions of the American Negro, both to America's history and to her literature. A beginning was made in the development of a social studies unit on *Civil Rights* and a literature unit on *Famous Americans*. The library was stocked with books of Negro history, novels, magazines, and newspapers by and about Negroes. A Writer's Committee prepared a booklet, "Six Stories," centered around teenagers in an urban environment. These have been widely used at the junior high level and the teenagers' evaluations of them will be the basis for future writing.

Unique Scheduling

The story of the *process* of curriculum change is a book in itself. It will suffice to say that it began with a schedule, administrative leadership, and the dedicated followship of the teachers, especially those on the planning teams. New and ingenious ways of scheduling were put into operation by the principals of Croton, Irving, and Madison so that teachers of similar fields could be free at the same time for planning periods. Then groups of teachers, responsible for 60-80 pupils, took long looks at them as individuals, and their needs, and planned the best ways of meeting them.

Specialized Groupings

Continuous regrouping to develop various skills was made possible by the new scheduling. The planning teams regrouped their pupils at any time there was a need for specific skill development. Madison's schedule also accommodated a new kind of grouping procedure, worked out by Dr. David Hunt and associates of Youth Development Center. Students were classified after special tests worked out by Dr. Hunt, according to the stage of development of their personalities. Teachers, through in-service training sessions, explored the best teaching methods and classroom environments for each stage. Planning teams considered the personality stages in working out the new sequential ladders.



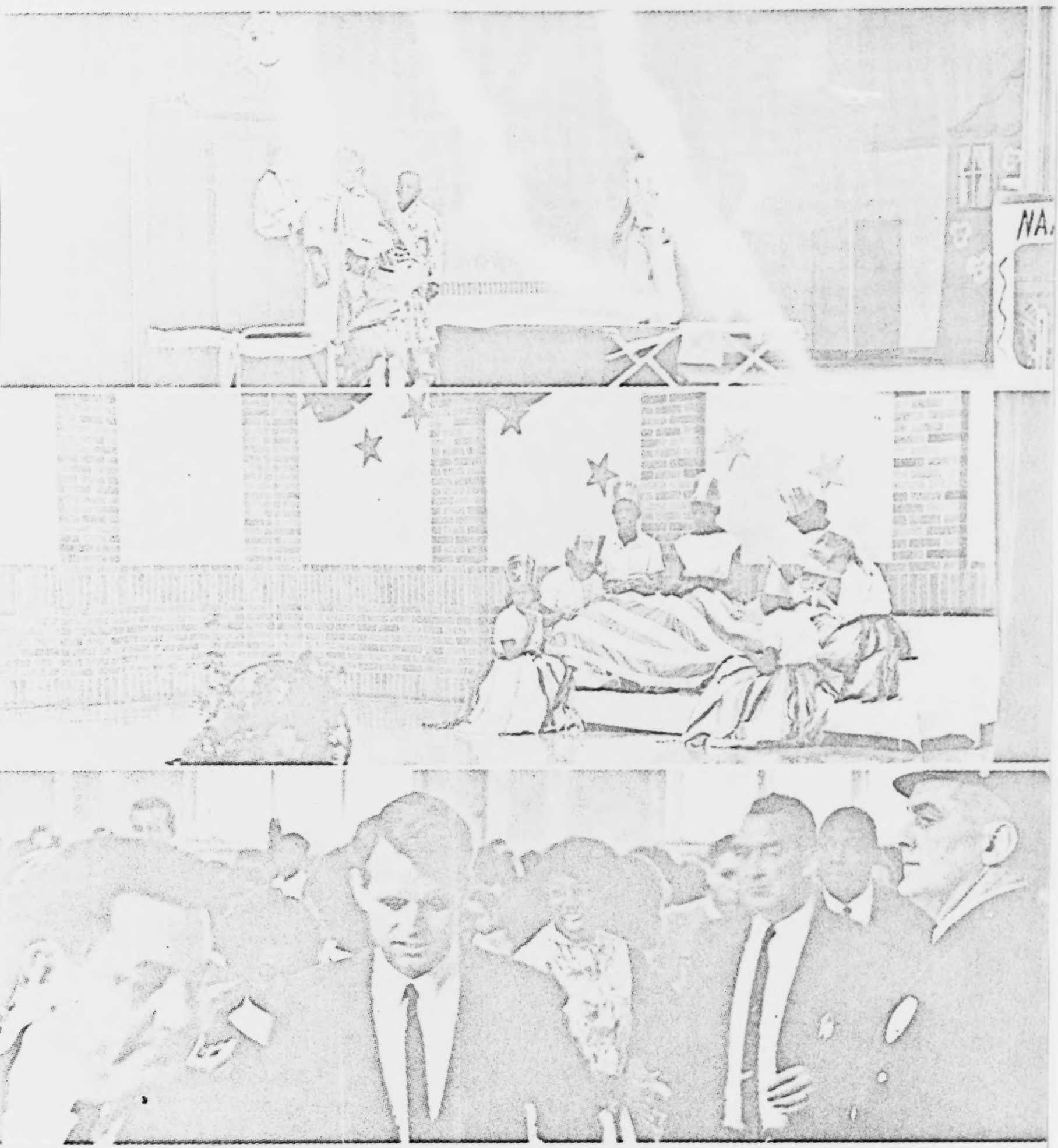
"...Mr. Sachs gave us 8 baby chicks to bring home. We are feeding them and watching them grow..."

And we are watching the children grow as a result of such direct experiences as trips, reinforced with concrete symbols as a foundation for the abstract printed word.

"Serendipity" describes the Aladdin's Lamp series at Croton School. Who would have expected to have seen and heard at school, among others, Murray Bernthal's Symphonietta; *the Bayanihan Dancers from the Philippine Islands; folk music by Jon Gaines; the Cazenovia Choir, directed by Jacqueline Faulcon; or Barbara Jackson's presentation of modern dance? In addition, Croton students visited the Regent Theatre to see Syracuse University's production of Sean O'Casey's "The Plow and the Stars." From the start of the series, the pupils worked on producing "Peter Pan." Here Mrs. Irving Berman directs a rehearsal of the chorus.*

Trips and Enrichment

Scheduling also made it possible for field trips and enrichment activities to be a part of the pupil's learning experiences. Trips introduce the children firsthand to ideas they study about, helping to build a backlog of experiences he can draw from. The inductive learning method is based on direct experience; therefore, trips are vital. In all, more than 275 trips were made by various classes in the three schools. Croton School conducted a comprehensive series of Friday morning enrichment programs, featuring people from the community with something to show and/or tell to the boys and girls, and the production of *Peter Pan* by the students. The series, called "Aladdin's Lamp" was coordinated by Mrs. Irving Berman. With "Peter Pan" she was assisted by Mrs. Katherine Weinstein and Mrs. Louis Krasner. Washington Irving pupils, led by music teacher Mrs. Mary Forbes, presented two pageants, one at Christmas and one for Awards Night, which involved nearly the entire student body. These pageants contributed not only enrichment but also to the building of the pupils' self-image. During bi-weekly assemblies Madison students were introduced to a wide cultural variety, starting with "pops" orchestra music by Freddie Vare and ending with a visit by the Attorney General of the United States, Robert F. Kennedy.



Whether it's "Peter Pan" at Croton School; Citizenship Day at Irving; or the Attorney General's visit to Madison, it adds up to enrichment, motivation, and self image development with the ultimate goal of developing the potential that exists in all youngsters.

Summer School

The summers preceding and following the Project's second year found many of its pupils back in school. The two summer programs were under different auspices, but had a similar goal, that of providing enrichment and a continuation of learning. Both were very successful. It can be expected that various types of summer learning experiences will be provided in 1965.

The 1963 summer enrichment program in language arts originated from the Education Task Force of the Mayor's Commission. Eighty elementary and sixty junior high school pupils from the Madison Area attended the six-week session. The atmosphere was informal. Peace Corps volunteers in training served as teacher aides in a one-to-one relationship with pupils. Many of the twosomes still communicate with each other across oceans.

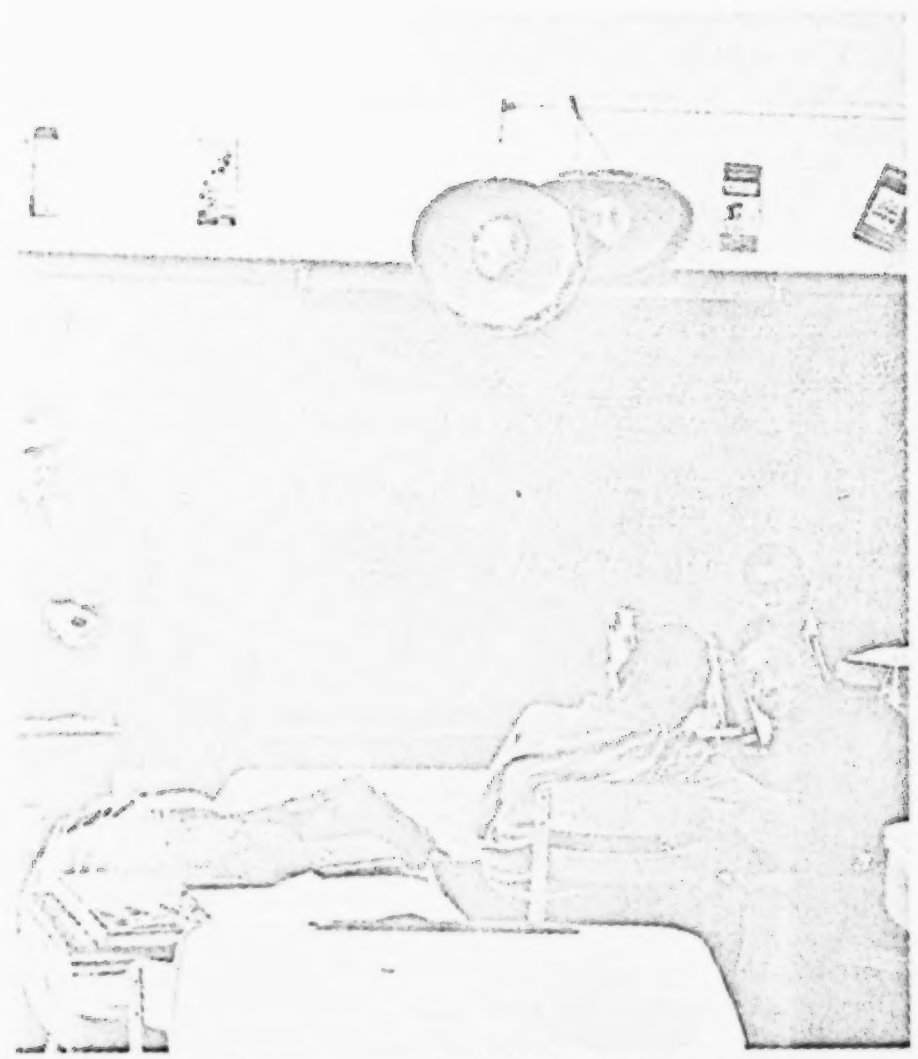
The Curriculum was geared to a weekly field trip. Pre- and post-trip discussions, reading and writing provided ample practice in communication.

The cost of the program was underwritten by the School District, the Public Library, Syracuse University, and several foundations, including The Community Foundation of Syracuse, and the National Institute of Mental Health. Informal evaluation indicated that it was a positive experience for pupils, teachers, and Peace Corps trainees.

In July, 1964, Croton's doors opened to exactly twice the number who had attended the previous summer. Both language arts and mathematics were emphasized. The teachers, chosen from the planning teams at the three schools, had further opportunity to develop the sequential ladders. Assisting were 20 urban teacher interns, graduates of some of the country's best universities, who have joined the Urban Teacher Preparation Program to work for a master's degree in urban teaching. The interns gained insights into the problems of and solutions to urban education, observed classes and "master" teachers in action, practiced the new teaching methods under the guidance of these teachers and university professors. The students had the advantage of a longer school year in which to develop proficiency in various skills, the widened horizons made possible by field trips, dramatic activities, and closed circuit television. In a sense the students were also teachers, because both teachers and interns learned about themselves from the pupils. Pupils "taught" them about their culture and that there are other ways besides the teachers' to perceive the world.

At Syracuse Ornamental Company Shurley B. Harris explains his work as Designer to three Irving students and their leader, Mrs. Sutton.

Irving 4th graders examine a parachute after a technician at Hancock Air Force Base had demonstrated how it automatically opens when a jet pilot is ejected from his aircraft.



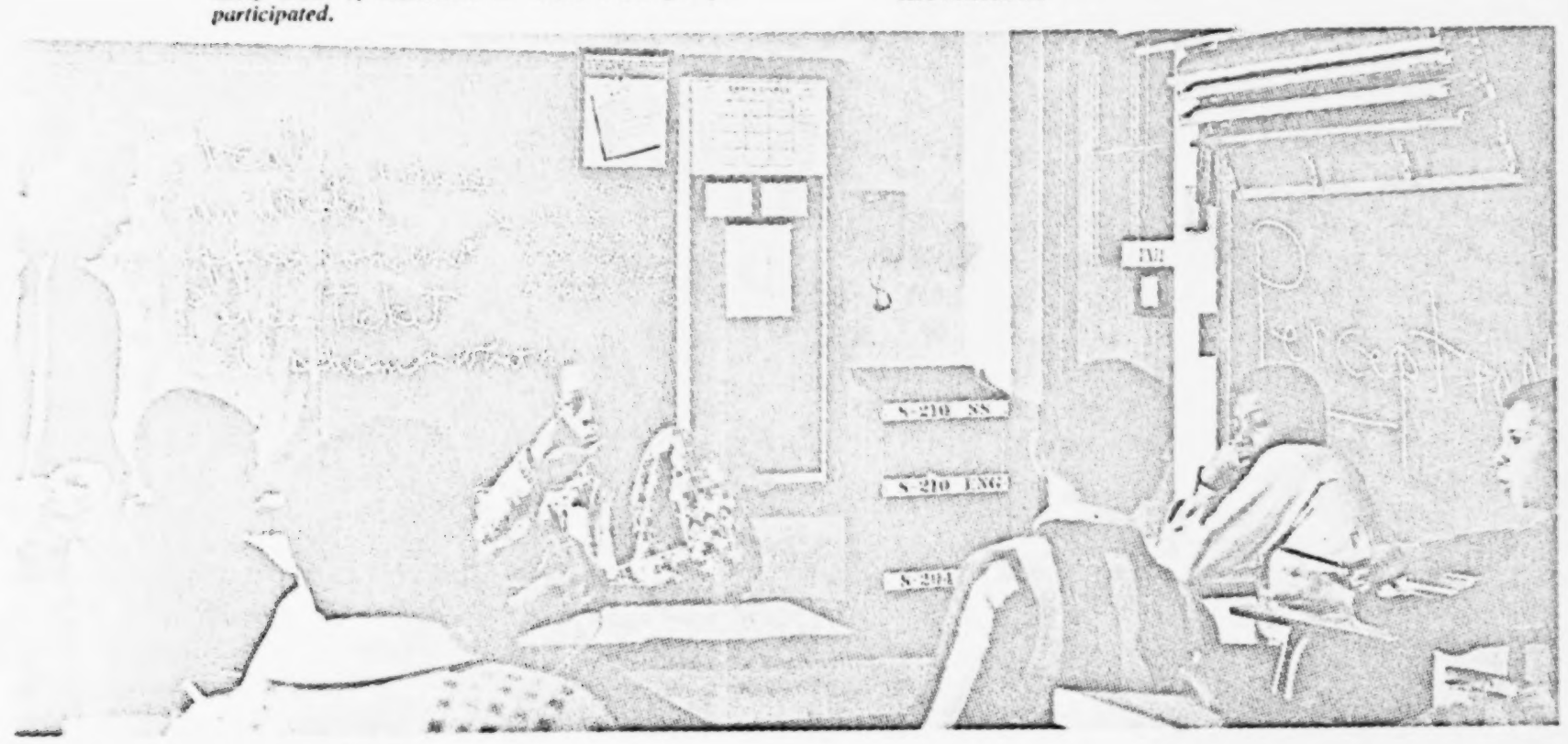
Group Guidance: Paul Holmes, Psychologist (top), and Kermit Nash, social worker (bottom), led weekly discussion groups at Madison Junior High School during the Project's second year. That all behavior is caused, that people perceive differently as related to their life experiences were two of the many areas of discussion in which these groups participated.

Project Able

Project Able, a program of the New York State Department of Education to motivate underachievers to use all their talents, was integrated into the Madison Area Project. ABLE youngsters at Croton, Irving and Madison in grades 4-9 were singled out for additional counseling, trips, tutoring and remedial services beyond those available to all Madison Area Project students. Their parents were brought into the program and encouraged, through teacher-parent conferences, to participate actively in their children's education.

Mental Health Teams

Another type of team approach in each school centered around mental health. At Madison the team consisted of the psychiatric social worker, the guidance counselors (one for each grade), the school psychologist, and the school nurse; at Croton and Irving the elementary counselor, school psychologist and visiting teacher were the permanent team members. In addition to programming for individual youngsters with emotional problems which hindered them from learning, the mental health people conducted in-service training programs for teachers; served as psychology-of-learning consultants to the planning teams; and as leaders of group guidance classes. The latter were free-wheeling, anything-goes sessions attended once weekly by every pupil at Madison. Discussions centered around getting along with others, occupations, sex education, race, and the current civil rights movements.



Four graduate students in social work did their field work at M. A. P. during the second year, under the supervision of the S. U. School of Social Work. They provided casework and counseling services. A social work consultant organized group sessions at the elementary level.

Remedial Reading

In a quiet corner of each school were three people vital to the learning progress of students referred to them. The reading clinicians worked to bring up the reading ability of the most severely retarded readers. On the average, they were able to increase by two years the reading level of pupils referred to them. Some 150 children thus benefited, but the need for this help is greater than the supply of reading clinicians. Developmental reading at the junior high school provided instruction for those not so far behind. In all their reports, there is pointed up a great need for materials, for continuing to work with those who have started in the reading clinics as well as reaching out to others.

The reading specialists also were available as resource people to the planning teams, and conducted some in-service sessions to help teachers.

School Volunteer Program

The School Volunteer Program provided help to the teachers with some of the routine responsibilities necessary to the function of a school. Teachers gave up "free" periods to planning team meetings. Volunteers performed many of the clerical duties usually reserved for such times, thus freeing these teachers for the professional endeavor for which they were trained. University student volunteers sometimes served as team assistants, recording the minutes of sessions, etc.

School volunteers came in many varieties, colors, levels of educational background and specialty. All were screened by the School Volunteer Committee and attended orientation sessions. Tutoring, chaperoning trips, correcting tests, clerical work and assisting at Irving with the library — these types of service by one hundred volunteers were well integrated into the Madison Area Project by the end of its first year. As the second year opened, the Volunteers, alert for wider opportunities for service, inaugurated a Reading Help Program in the elementary schools. Fifty Reading Help Program volunteers each worked with two children twice a week to improve their skills. In late Spring an Arithmetic Help Program was added, designed to meet various needs at the elementary level. Specialists in modern dance, French, public speaking, and dramatics led after school activities. The Volunteer Committee sponsored the Aladdin's Lamp Series at Croton School and took the leadership in sponsoring a lecture at Hendrick's Chapel by John Howard Griffiths, author of "Black Like Me." Altogether volunteers donated 11,940 hours to the school during 1963-64.

Mrs. Beatrice Silverman with two junior high pupils in the reading clinic.

Mrs. Emory Proctor, volunteer librarian at Irving, helps students select suitable books.

School Volunteers are required to take an orientation course (top) before serving in any capacity. Part of the orientation was a lecture by John Howard Griffiths, Author of "Black Like Me." At right, a Reading Help Volunteer, Mrs. Lillian Reiner, assists a Croton pupil.

The fruits of such a program as school volunteers are more far reaching than the help they have offered. Their intimate contact with the inner workings of the school system, its programs and problems, gave them sharper insights, and the inspiration to lead others in the community to be a part of educational change. Statewide recognition of the School Volunteer Program came this year. The Program received the Community Service Award at the New York State Exposition.

How many little pieces of paper would such a mosaic take? These pupils learned from Mr. Callahan how to estimate the total by finding the number needed for one square foot, then multiplying by the total square footage.

Mathematics Development

A half-time arithmetic consultant from Syracuse University provided leadership for changes in the mathematics curriculum at both the junior high and elementary level.

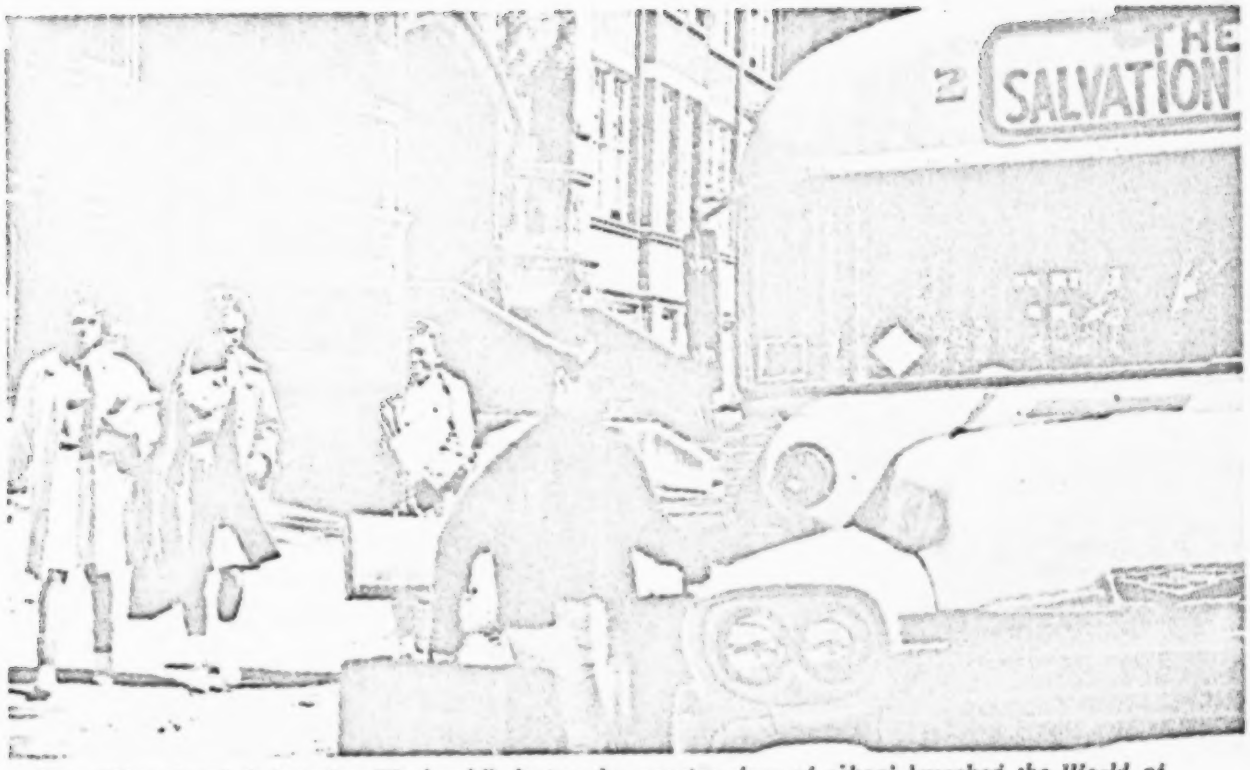
Main objective in mathematics for the academic year, 1963-64, was the adaptation of a realistic curriculum for the students entering 7th grade. Previous years' experience had shown the teachers that very few of the incoming seventh graders were operating at a seventh grade level in mathematics.

Emphasis was given to the development of the important concepts that the seventh grade program logically builds upon. Each classroom teacher had a supplementary text book, and teacher made materials, that were utilized to help develop from a modern, non-repetitious point of view such areas as: numeration, numbers, meaning of operations, understanding of the rationale of computation, and others.

Another innovation involved a flexible grouping procedure between the mathematics classes. Where groups of students indicated common difficulties in certain skill areas, they were regrouped according to these skill deficiencies. Students not needing help could be grouped and enrichment work carried out. This type of regrouping continued throughout the year.

In Croton Elementary School an interesting project was undertaken in February. The 4th, 5th, and 6th grades were all administered the California Arithmetic Achievement Test. From these results, as well as subjective teacher judgments, homogeneously grouped classes were set up in arithmetic. One teacher at each grade level worked with the very slow children during the scheduled arithmetic time. The slow groups were kept as small in number as possible. Each grade had a slow-average, fast-average, and a fast group.

The results were generally quite gratifying. The slower children who had been frustrated in their attempts in arithmetic found some satisfaction. The faster children were allowed to break away and proceed at a more appropriate pace. Retesting in June showed significant gains above the four months gain one would anticipate during this interum. The gain was especially significant with the top groups. The teachers generally approved of the change and the same procedures will be inaugurated at the beginning of the 1964-65 academic year.



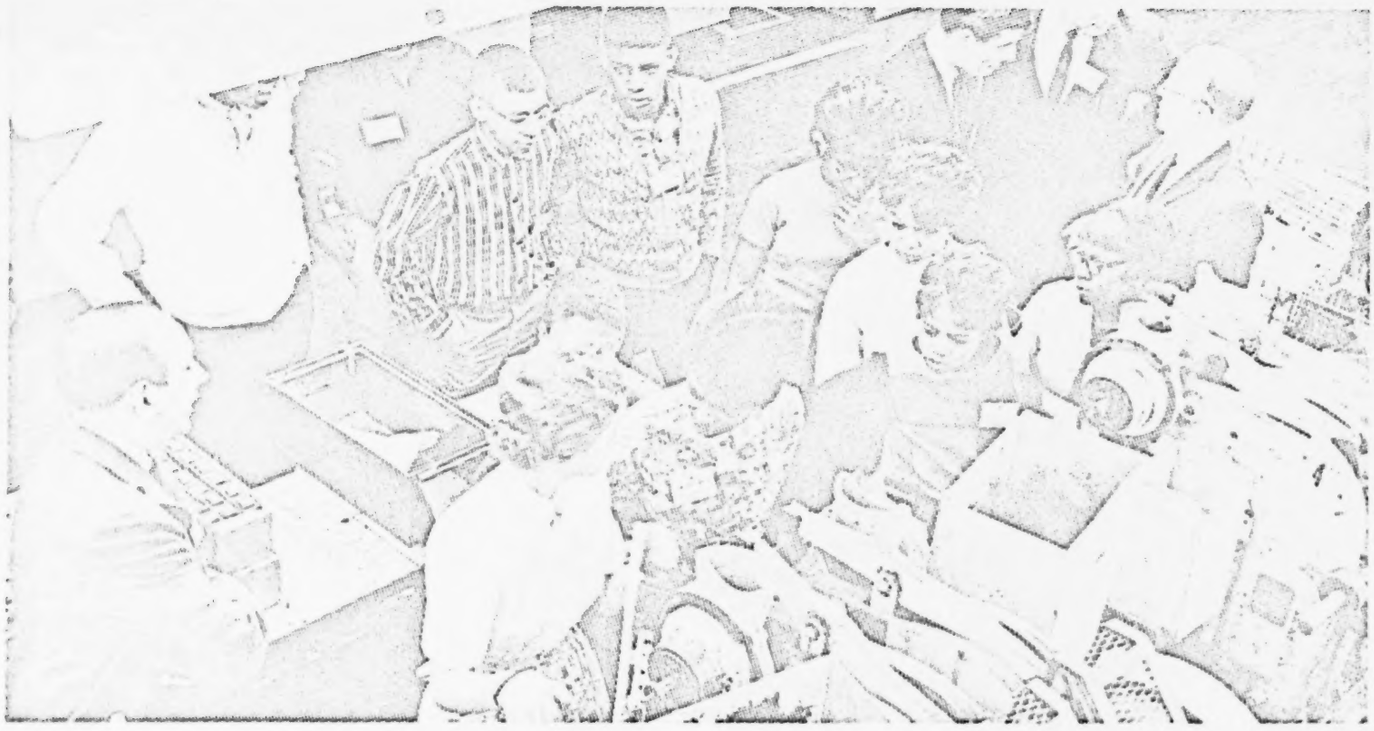
Two "Vocational Orientation Weekends" during the opening days of school launched the World of Work Program. Community support from Rotary Club and Salvation Army made it possible for students to have a memorable beginning toward developing the attitudes, habits and skills that would make them assets to an employer. Group discussions, recreation, and good food were the order of the weekend. Below, World-of-Worker Roy Reynolds at his job in Kimmel Hall with Syracuse University food service.

The World of Work Program

Twenty-three Madison pupils viewed the changes taking place in that school as coming too late to benefit them. They were looking forward to their 16th birthdays so they could leave school for a job — perhaps a dead-end one, although they could not be expected to realize this.

The twenty-three were persuaded to stay in school and try a new approach. Their schedules were arranged to provide an early morning vocational guidance class, then core subjects until lunch time. After that, work-at "status" jobs. Offices and departments at City Hall, Syracuse University, the Board of Education, the Mayor's Commission for Youth, and private firms opened their doors as work stations for the young clerks, mechanics' helpers, and food service assistants.

The World of Work program was launched during the first two weekends of the school year with separate retreats at Camp Goodwill, whose use its owners, The Syracuse Rotary Club, donated to the school district for the period. The Rotarians supplied the food, and the Salvation Army the blankets and transportation. An atmosphere of trust was created during these weekends at camp. Beginnings were made in meeting the need structure of the youngsters, and helping them move toward more positive relationships with the school.



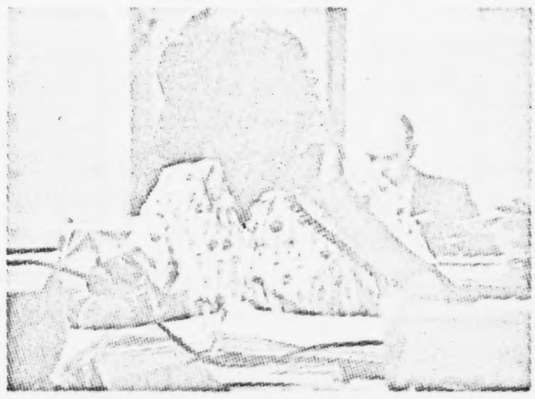
(Photo Courtesy General Electric)

World-of-Workers were the special guests of General Electric Company. They toured the plant to see first-hand the kinds of work, training needed, and opportunities available to them as well as the fringe benefits and pay scales that accompany factory employees. Below, Mae Allen pauses from an inventory record to answer the telephone at Madison Area Project headquarters.

More than half of the original group remained in the World of Work program all year, although they reached the "magic" age during the year. Seven others returned to the regular school program. Of the three who did leave school, two were former dropouts attempting a comeback. All three are working steadily, and found their WOW experience beneficial. The World of Workers learned how to apply for working papers and Social Security numbers, and the proper conduct at a job interview. They gained new insights into various fields of endeavor and described their work in their "World of Work Journal." They learned to save some of their earnings. Bowling, basketball, parties, and a Spring Prom were some of the uses to which their leisure was directed.

Next year they will add to their learnings the satisfaction that comes from doing for others. They plan to collect and repair toys and clothing for orphans and volunteer for community service.

The philosophy underlying the World of Work program has been described by its coordinator, Joseph Cangemi, as one of individual growth. "Certain of the pupils' needs have to be taken care of first. Once they perceive themselves as good, wholesome and acceptable people, they can begin to feel the need for other activities and accomplishments. This leads to a want for responsibility and achievement."



Measurement and Evaluation

An exploration was made into means of interpreting standardized tests of pupil growth, and ways to evaluate teaching styles and methods.

The results of the tests given at the end of the second year are being analyzed from several points of view: personality grouping; sex; classroom grouping; ability groupings; grade; teacher; and a change score. As we go to press the evaluation is incomplete. It cannot even be said whether they will indicate massive growth. One thing is certain: the results will be helpful in understanding the directions that teaching and learning must take in developing hidden potentials.

James Cabeceiras, audiovisual assistant, awards a plaque to the "Three Wise Men," winners of the closed circuit television Quiz Bowl.

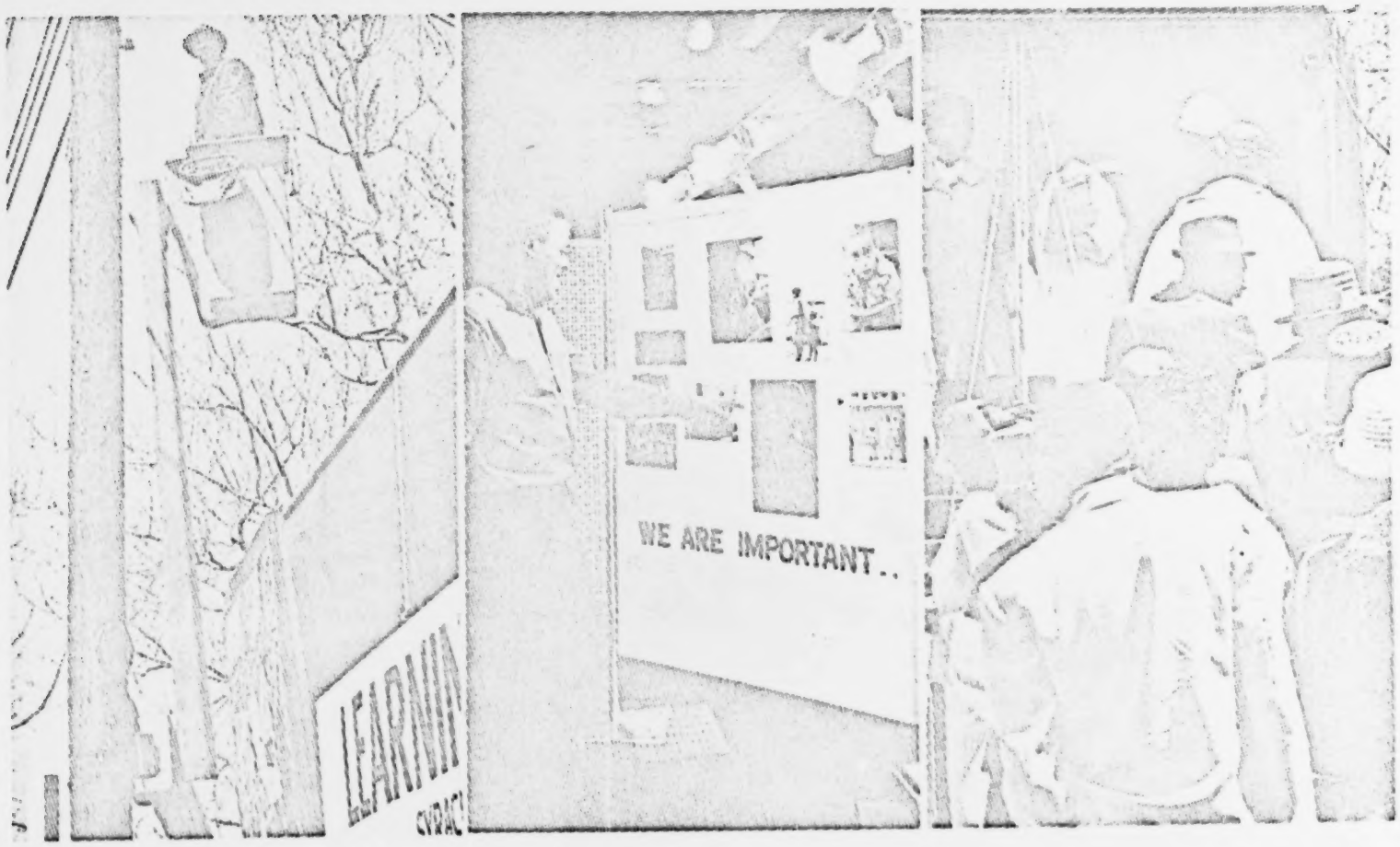
Ego Development

Personality development — helping youngsters to discover "Who am I? Where am I going?" — was an ongoing emphasis in every activity and instructional program. Audio-Visual services went beyond the usual routine of providing films, filmstrips and tape recorders as teaching aids. Materials were developed to help students see themselves as worthy people, valuable to society. Floor to ceiling bulletin boards installed during the first year at all three schools continued to be used so that student work, photographs of students in action and inspirational displays about successful people could be displayed. The bulletin boards led Harold Addington, chief editorial writer of the Syracuse Herald Journal, to comment in May, 1964 that "Even the Walls Teach." Closed Circuit Television, in addition to its value as an instruction tool in social studies, was so scripted and organized as to promote social growth and ego development. A news-type program, "The Croton News Trio" was created. Information of current news value, highlighted the program, plus local and school news. Another program developed was a quiz show, using GE College Bowl format with four teams of sixth graders taking part.

Photos such as the one above help document the Project's work. Barry and Michael Hunter were photographed when they came in from play to see themselves in the Caravan exhibit. The Hunters were the "welcoming" family.

Documentation

Photographic documentation of the Madison Area Project was also used as a communication device: Color slides were used in conjunction with talks made by the director and other staff members to more than eighty audiences of PTA's, church groups, civic and patriotic organizations, plus five television interviews. Photographs were used in the offset printed school newspapers of Irving and Croton, in the daily and weekly newspapers, and Associated Press state wire.



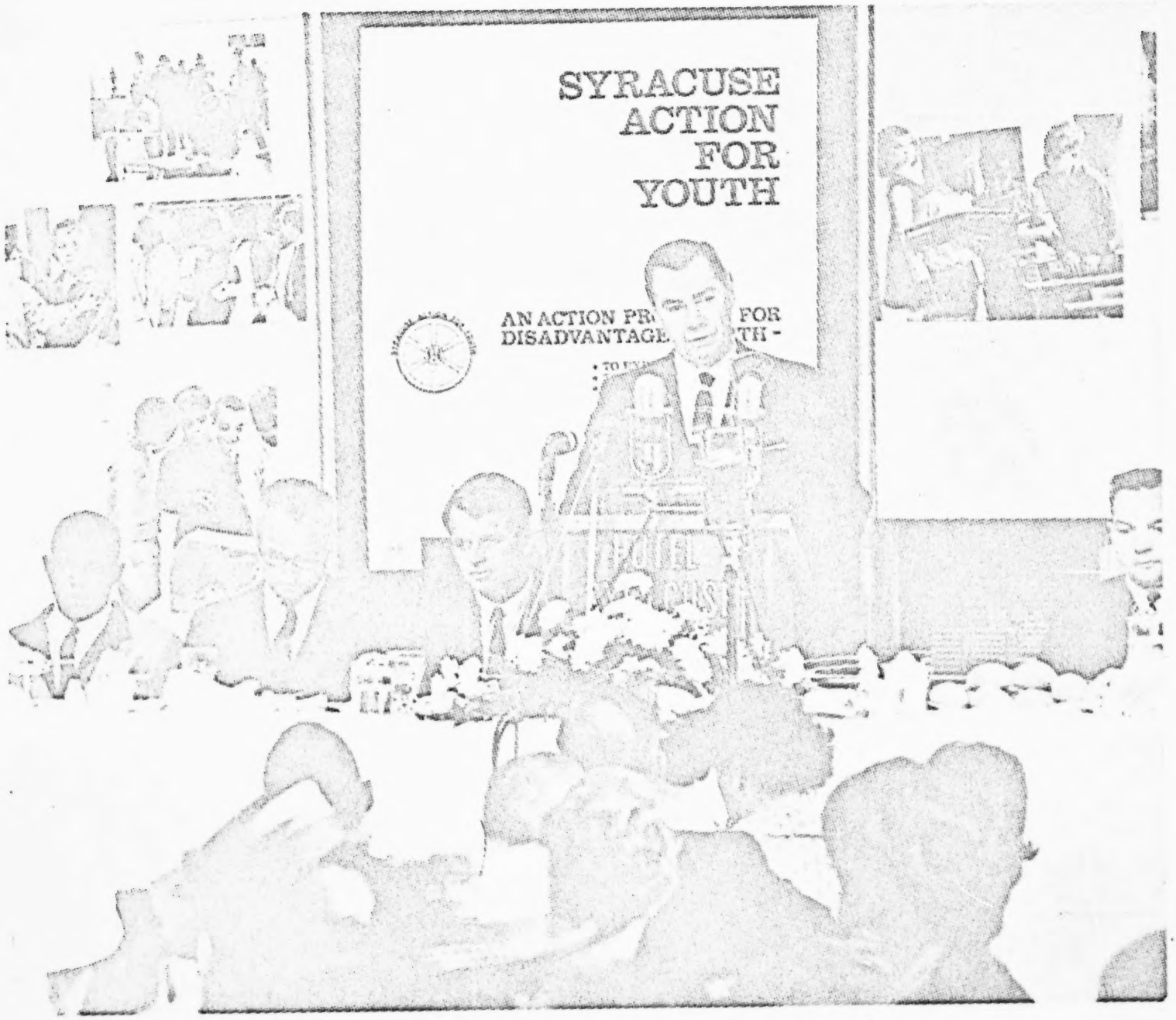
Community Cooperation: The Caravan represented a wide cross section of community support. A Niagara Mohawk lineman (left) installs a portable power box to light the inside of the tractor trailer, lent by the U.S. Air Force. The business community was represented on the Caravan committee, below. Interest in the Caravan is evidenced by a father recognizing his daughter (center), and by Bethany Baptist Church members at an after-church exhibit (right).

(Photo by George MacKown)

Left to right, standing: Steve Shannon, WHEN-TV; Barbara Parker, Singer Publishing Company, Cynthia Sutton, Madison Area Project, Curtis Barnard, Carrier Corporation. Seated, Shirley Hall, Madison Area Project; Harvey Sanderson, University College; and David Anderson, Madison Area Project. Another member of the committee was Richard Cressey, WNYS-TV.

Learning Caravan

The importance of school-home partnerships was stressed with the inauguration in April of the first Learning Caravan. This traveling exhibit brought information to parents about what the school is doing and how they could help their children. Its theme was "Back Them Up" and stressed the importance of a good start, of parent's understanding what goes on at school, of reinforcing school experiences at home, and of seeing their children as important. It pointed out that opportunities are unlimited if a child gets an education. Photographs were used extensively in the exhibit, which was located near churches, supermarkets, and housing project parking lots to make it accessible to parents. Future caravans will discuss the new ungraded school; the world of words, goal setting; and others. The Caravan idea was developed by the Project's Public Relations Advisory Committee, consisting of the Assistant to the Director, the Audio-Visual Coordinator, three members of the Central New York Chapter PRSA, and public relations or other officials of business, educational and communications media in Syracuse. Both Mayor William F. Walsh and the superintendent of schools participated in the ribbon cutting ceremony of Caravan one. Parent-to-parent in approach, the caravan exhibits featured parents already in close partnership with school. One of these parents cut the ribbon.



At a luncheon honoring Attorney General Robert F. Kennedy, Mayor William F. Walsh addresses the gathering. Mr. Kennedy expressed deep satisfaction with the Syracuse proposal and announced a $750,000 grant for the next Federal year. Left to right are: Richard Lemon, who represented the youth of the Skill Center; Irving Berman, Chairman of the Commission; Mr. Kennedy; Mayor Walsh, and County Executive John Mulroy.

The opening of school for the 1964-65 school year marked the beginning of a triangular partnership on behalf of Syracuse youth. The three institutions involved are:

The Syracuse School District
The Mayor's Commission For Youth
Syracuse University

Financing for the efforts they have undertaken will come from city, county, state and federal funds as well as philanthropic foundations.

Ten public schools will be the seat of operation for four simultaneous projects:

1) Madison Area Project (M.A.P.), the remainder as conceived under the Ford Foundation grant. It then becomes one and the same with
2) Syracuse Action for Youth (S.A.Y.) also called the Mayor's Commission for Youth
3) Urban Teacher Preparation Program (U.T.P.P.)
4) Unit for Implementing School Integration

Syracuse School District

To coordinate these programs in city schools, the Board of Education established, in the spring of 1964, a Special Projects Department and named the Madison Area Project director, Dr. Fantini, as its head. The Madison Area Project thus was the first "special project" of the new department.

The Ford Foundation grant of $160,000 to the public School system for the Madison Area Project was on a "matching" basis. An additional stipulation in the 1962 agreement provided that the Ford money would be paid in such a way that the third year of M.A.P. would be 90% underwritten by the School District. The Foundation usually makes this arrangement to encourage communities to continue Ford-sponsored programs on their own.

During 1963-64, as the Mayor's Commission for Youth task forces thought through ways to expand opportunities, develop competence, and reduce delinquency, it became clear that any programs undertaken should include the Madison area schools. The four schools of the Madison Area Project, four other public schools, and two parochial schools were designated by the Education task force as the action area schools. The education proposals were based in many respects on programs initiated and found workable by the Madison Area Project.

A Preview:

THIRD AND FINAL YEAR, M.A.P.

Enter—

Syracuse Action for Youth

Year Three of the Madison Area Project coincides with Year One of the Mayor's Commission for Youth. A contract has been entered into by the School District and the Mayor's Commission for the education aspects that involve the public schools. The funds which the School District had earmarked for Year Three of the Madison Area Project have been incorporated as "matching funds" to those received by the Commission. In the first phase of its education program, the Mayor's Commission will build on the programs started at Croton, Irving, and Madison and inaugurate programs at Central High and Seymour

Elementary schools. In phase two, Danforth, Roosevelt, and Vocational will be brought into the Mayor's Commission program. Phase three will see the addition of two private schools serving the inner city population.

Year Three of the Madison Area Project will highlight, among other things:

. . . movement toward an entirely ungraded school. Washington Irving will start with grades 1, 2, and 3. Croton, whose population is much larger, will begin planning and make certain changes toward an ungraded 4th, 5th, and 6th grades. The 7th grade at Madison will be "ungraded" while the 8th and 9th will lay groundwork for similar structure.

. . . emphasis on speech and language patterns. Half-time speech teachers will be added at Croton, Irving and Madison. The School Volunteer Program will supplement this by adding a Speech Help Program to their activities.

. . . an expanded world of Work Program. The State Department of Education has granted funds to the school district for reinaugurating the School to Employment Program (STEP) at the Senior High School level. The work-study activities of the school district will be called World of Work in the junior high school and STEP at the senior high level. Altogether, 45-50 students will be involved.

The name "Madison Area Project" will disappear at the end of the 1964-65 school year, but the Project schools will continue to receive ever-broadening services. Clearly, the partnership of the School District with the Mayor's Commission for Youth is a recognition of the District's commitment to continuing the start made possible by the Ford Foundation.

Mayor's Commission For Youth

In the Fall of 1962, Syracuse was selected as one of seventeen cities which received planning grants from the President's Committee on Juvenile Delinquency to study the problem of delinquency and come up with proposals for solving it. One hundred and fifty Syracusans from all walks of life served on "task forces" in areas of education, employment, and community services. The proposal that was submitted to the federal government was based on a budget of $3,000,000. In June, Robert F. Kennedy came to Syracuse, announced the acceptance of the program and presented an initial grant of $750,000 toward its financing. A summary of the proposal is available from the Commission.

Two aspects of "Syracuse Action For Youth," as the Mayor's Commission program is named, involve the City School District. These are Education and Employment. In fact, the largest proportion of the total funds will be spent in the area of education. The third major area of the Mayor's Commission is Community Services. The programs in community service are designed to draw on the resources of the community in helping area residents to change the undesirable aspects of their neighborhood environments and to take a more active role in neighborhood development.

The education program guidelines will be: in-service education of teachers and school personnel; improvement of reading and language skills; development of appropriate curriculum materials and field trips; expanded guidance programs; integration of school and community; and integration of the worlds of work and education. The Mayor's Commission has already launched its curriculum materials center (at 1001 Almond Street). Located at the Neighborhood Help Centers, now being set up, will be neighborhood study halls, where students can receive help with their homework or just find a quiet place to study. Teachers, counselors, and teacher-aids will be on duty at the study halls.

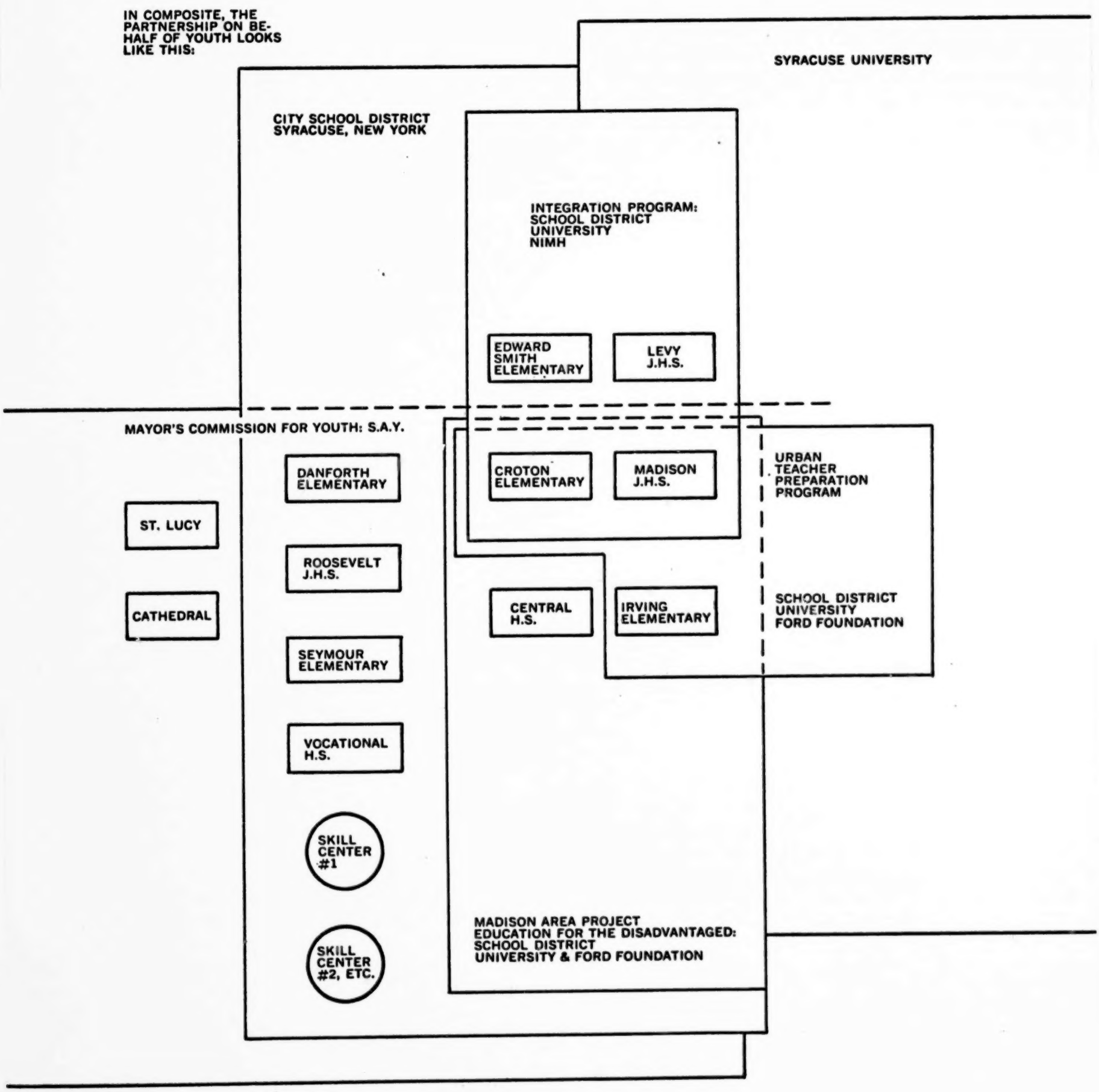
(Photo by Al Edison)

Ben Zimmerman, Executive Director, Mayor's Commission for Youth.

Another relationship of the Mayor's Commission proposals to the public schools is in its Employment section. In connection with its Youth Job Centers, the commission "will arrange with the Syracuse School District to provide instruction specifically related to the particular employment needs of youth." This instruction will consist of remediation, vocational instruction, and equivalency diploma classes.

AN INTER-INSTITUTIONAL PARTNERSHIP

The Public Schools of Syracuse; the Mayor's Commission for Youth; Syracuse University; City, County, State and Federal Government; Philanthropic Foundations



$1,667,717 for Education Programs

Proposal Would Adjust Schools—Not Children

By EDWIN K. WILEY

The largest single item in the $3,132,103 budget proposed by the Mayor's Commission for Youth is education. Sixteen programs under the heading of education would cost $1,667,717, or more than 50 per cent of the total budget.

Built mainly around the schools, the programs are designed to "adjust schools to the needs of the children rather than trying to make pupils adjust to the school," according to Mrs. Robert M. Reeve, chairman of the commission's education task force.

Much emphasis is placed on development of reading and language skills in the programs.

Corrective Reading

A corrective reading program, designed to make every teacher a reading teacher, and emphasize the importance of reading in every subject, will use reading specialists who will work with teachers.

For pupils with special problems, school reading clinics, staffed by specialists, will be established.

To help pupils develop clear and precise speech habits, mobile language laboratories will be set up. The laboratories will use tape recorders, listening devices and programmed instruction.

But the reading programs will not end at the school. A unique summer reading camp will be established. The camp will be located on a waterfront in an attaractive wooded setting, giving the children a chance to enjoy the type of outdoor recreation that otherwise might not be available to the. while participating in a program which emphasizes reading.

Enjoyable Reading

The camp programs will be designed to help make reading enjoyable and an integral part the children's lives. They also will help them to come up to their proper grade levels of reading skills, and provide individual guidance in handling the problems and frustrations facing children of low income families.

Camp staff members would include high-acheving older children from the same low income environment as the campers. Acting as junior counselors and tutors, the older children would help motivate the pupils toward future education and higher social and economic goals in life.

Summer Sessions

Another novel program originated in Syracuse is aimed at promising children from low social-economic backgrounds. It is an informal summer school language program for elementary school pupils. Modeled after a program tried successfully here last summer, the proposal envisions school sessions emphasizing language skills and reading, giving children an opportunity to catch up with their grade level through experiences designed particularly for them.

The development of a whole new set of curriculum materials is another proposal of the commission. The materials would be designed particularly for Syracuse children and based on their experiences in their own neighborhoods.

Pupil Anthologies

Contributing to the preparation of these materials would be the children themselves. As they write about their experiences, their compositions will be saved and incorporated into special books — "pupil anthologies" — for other children to read.

The commission would also hire teachers, specialists and graduate students particularly gifted in writing about life in low income nieghborhoods. These experts, meeting in special summer workshops, would develop a range of materials based on the culture of disadvantaged younsters in Syracuse. These materials would also emphasize the contributions of racial and religious minority groups to the city and to American society as a whole.

The entire education program proposed by the commission is designed to strengthen the part schools play in the lives of all children, giving the schools special new resources for handling the problems of children in some of the city's most difficult and demanding areas.

THE POST-STANDARD
From April 13, 1964

Urban Renewal . . . for Youth!

By Harold E. Addington
Chief Editorial Writer

The City of Syracuse is about to tell 10,000 boys and girls within the city's central core:

"We want you to stay in school . . ."

"We're ready to help you get a job . . ."

"We're going to give you a hand in growing up . . ."

That, to us, is the import of the plans adopted by the Mayor's Commission for Youth yesterday.

The ideas and intents are covered in detail on another page of this edition.

To us, they read like a blueprint for the future.

They might sound like pie in the sky to others . . . but allowing for certain exceptions . . . we think this community must engage in the "human side" of urban renewal or see its physical rebuilding turn into a sterile and empty development.

We've torn down the buildings, cleared the lots and started new construction within the city's central core. Now, the Mayor's Commission is saying, let's initiate some human engineering.

The stakes are enormous.

In 1962, this community paid $400,700 to keep 72 youngsters in correctional institutions.

Last year, this community paid out $16 million in welfare, some payments not just to newcomers, but to second generation recipients.

Currently, the neighborhoods that produce the most delinquents today are the neighborhood that turned out the most delinquents 20 years ago.

▼ ▼

The Mayor's Commission for Youth believes we should and can break this chain.

Just as we've broken the cycle of physical deterioriation, we can break the cycle of dependency, dropouts and delinquency.

Here's what 55 hardworking skilled social agency workers plus 150 lay people from throughout the community hammered out in the last 18 months:

First, they want to extend and expand the successfully developed "Madison plan" from the three central schools to 10. That means basically, more schooling for more pupils. That conclusion is readily understood if you've toured any of the Madison plan classrooms where teaching never stops. Even the walls "teach."

And there's a thirst for learning among these youngsters that only full time, and special approaches will quench: Every teacher becomes a teacher of reading; more people help in the schools . . . dramatic students and athletes from LeMoyne and Syracuse University; parents who often serve as classroom aids; business and professional people who carry to the schools some elements of the world outside the neighborhood.

This community already has reaped the harvest of one such "educational experiment"; namely the Croton school reading course which "exploded" into reality with the mutual aid of the City of Syracuse, the Board of Education, the State Department of Mental Hygiene, the SU School of Education, Department of Athletics, and Youth Development Center, the Syracuse Library and commission members. More than 140 youngsters learned really how to read and write, youngsters who could scarcely draw their own names before last summer.

This exemplifies what the commission wants the City of Syracuse to do and by city we mean not just government and the school board but its organizations and its people.

Some of this same daring and imagination has been applied to job training plans devised by the commission. Past dropouts will be encouraged to return to some sort of training, perhaps school and work. Others will be guided into job-hungry fields.

And if a youngster can't face going back to school, insists on leaving, what's to be done? The commission wants to step up apprentice type placements, indeed, to initiate special training courses for jobs that are going begging. Already, $160,000 is on hand to set up a Youth Job Center across from the old post office federal building . . . where the first trainees will learn small appliance repair . . . a field, we're informed, that is begging for skilled applicants.

▼ ▼

To mount an educational and job training attack of such magnitude costs money.

In the main, we don't think the community can escape this cost or this responsibility any more than the community can escape the cost of urban renewal.

As we've noted, the latter will prove sterile without the former.

To put the whole equation in crude terms we know what we have to decide to do: Spend up to $160 more for a child's schooling, or perhaps up to $1,000 for a youth's job preparation, or risk spending up to $5,000 for institutional care, or much more in the form of welfare!

Fundamentally, the decision has been made . . . the commission made it for the community yesterday.

SYRACUSE
HERALD-JOURNAL
Selected excerpts from an Editorial, April 11, 1964

Syracuse University

The University's present involvement with the public schools and the problems of educational disadvantage dates, as the introduction indicates, back to the Youth Development Center and the initiation of Madison Area Project. Nearly every department of the university has on some occasion cooperated with the public schools. The Schools of Drama; Radio and Television; Journalism; Social Work; Education; the College of Forestry; the Maxwell School of Citizenship; the Reading Center; Departments of Mathematics and Sociology — all have played major roles.

Urban Teacher Preparation Program

In January, 1964, the Syracuse University School of Education and the City School District were the joint recipients of a Ford Foundation grant of $378,000 for a 3-year program to train teachers to meet the special problems of teaching in urban areas. An interneship program leading to a Master's Degree, it will utilize the "teaching hospital" concept. Croton, Irving, and Madison schools will be the training laboratories for the internes.

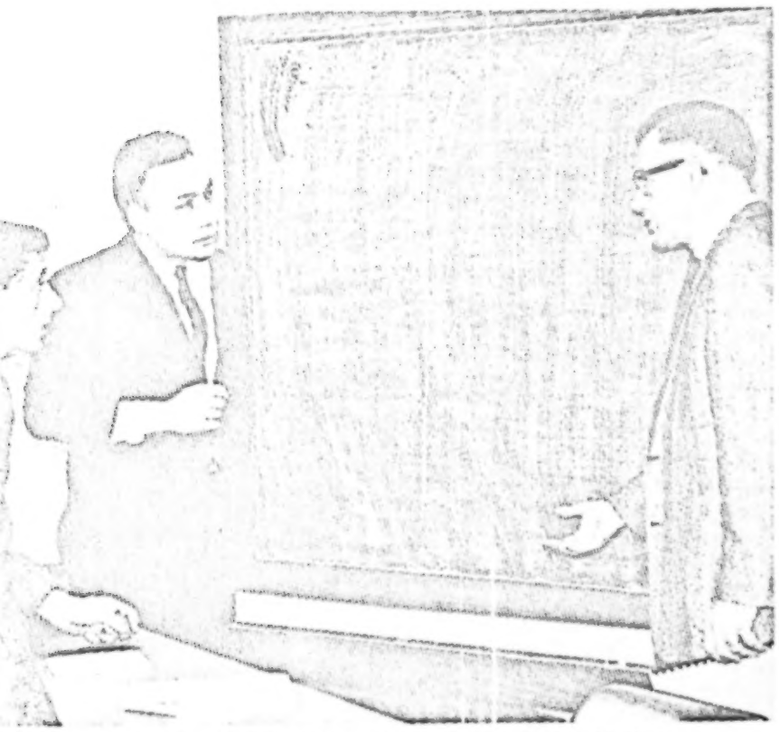
Since 1957 the Ford Foundation has been supporting experiments and demonstrations of teacher training.

The Syracuse interneship program represents one of the first under Ford sponsorship to train teachers for big-city schools.

The Ford Foundation, in a booklet on its teacher training activities, describes the interneship concept as "meaningful preparation for teachers" . . .

> "The medical student, having won his M.D. degree, is still one stage short of full professional status. Only after the "real thing"— the treatment of patients under a closely supervised internship — does society permit him to practice.
>
> "The teaching profession has begun to institute its version of the internship. The interning situation consists of actual elementary- or secondary-school classes that teaching interns face over extended periods under close scrutiny, review, and criticism by practicing teachers and fellow interns . . .
>
> "The intern, . . . is a paid member of the teaching staff. The school treats him as a mature college graduate, and the pupils accept him as a full-fledged teacher. He starts at the beginning of the term and stays until the end. He is given serious responsibilities as fast as he can shoulder them. An experienced teacher is assigned to guide the intern and carries a lighter load of classes to do the job well. Finally, the intern's experiences provide raw material for a seminar in which he participates with other prospective teachers."

The four Madison Area Project schools will be the laboratory schools for the internes. Syracuse University is the seat of the academic work. In the summer a special summer school provides orientation for a new group of internes. The four-semester training program leads to a master's degree.



Dr. Ernest Milner, Dr. Fantini and Gerald Weinstein plan a seminar for the internes. Seminars will form a continuing thread throughout the four-semester training program.

(Photo by James Cabeceiras)

A summer school pupil chats with William D. Cotter, Herald-Journal City Editor, during a tour of the newspaper.

Integration Program

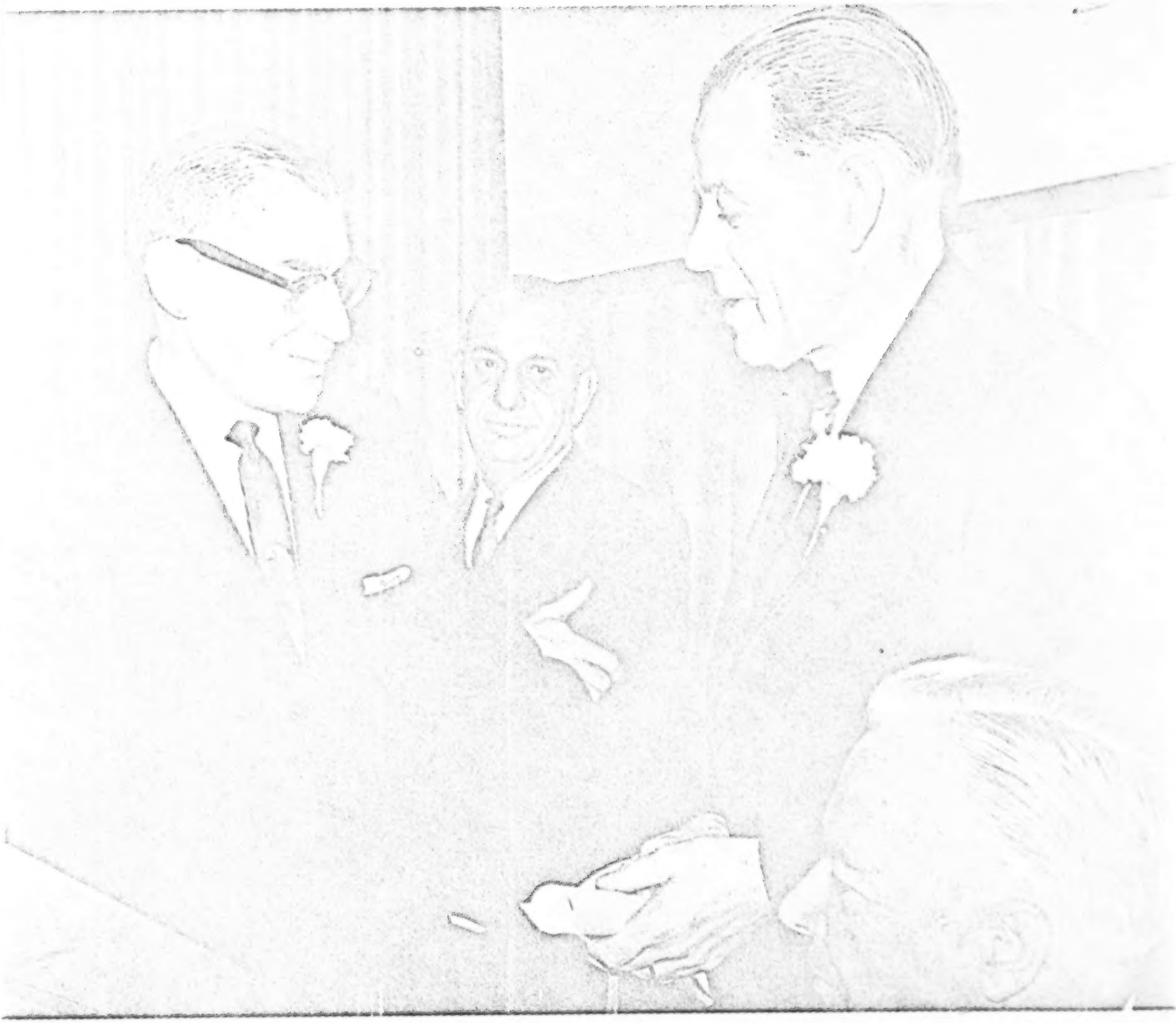
Another partnership with Syracuse University has emerged as a result of a recent grant from the Office of Education and the National Institute of Mental Health. The grant was made to the University and the school district for a study-facilitation program of school integration.

Syracuse University's Youth Development Center will handle the research aspects, and school district personnel, formed into a four-member "Intercultural Relations Unit" along with teachers and administration of the receiving schools, will implement the School District's program for school integration.

The program's objectives, in the proposal submitted to the federal agencies, are: ". . . to identify and classify the problems that may arise in the integration process, identify systematically the effects of integration on the attitudes and behavior of the people involved, demonstrate effective ways of handling the problems, evaluate the effectiveness of the procedures applied, and disseminate findings concerning both problems and procedures for possible application in other settings. It is hoped to promote . . . the development of positive attitudes and behavior, comfortable interracial interaction, and an optimal educational environment in the newly integrated schools."

PUBLICATIONS ABOUT THE MADISON AREA PROJECT

1. Analysis and Proposals, (3), regarding elementary, junior high and senior high school, education programs for the disadvantaged. Prepared by study staffs of the School of Education, Syracuse University.
2. ". . . Evidence of Progress" — Report of the first year of Madison Area Project.
3. "The Madison Area Project-or," Vol. I, No. 1 and 2, describing Madison Area Project.
4. Information about Syracuse Action For Youth, the Urban Teacher Preparation Program, and the Integration Program are available from their respective offices.



Dr. Barry receives award from the New York State Welfare Conference on behalf of the Syracuse School District. At its 60th Annual Convention in Rochester in 1964, the Conference voted Syracuse's Madison Area Project a Special Award "for its imaginative use of community resources in upgrading goals for living amongst youth."

4

A Summary—

THE CONTRIBUTIONS OF M.A.P.

...And a Challenge

Machinery for change — under this broad heading can be listed the many contributions of the Madison Area Project to the Syracuse school system. In two years the staff, faculties and administration of Madison, Croton and Irving Schools, led by Dr. Fantini and his able staff, have devised and put into operation many special programs, services and techniques. Among these are:

(1) *Partnerships:* The earliest was with Syracuse University. Students and faculty both have rendered valuable service, advice and direction to others. The partnership idea extended to embrace county agencies, especially in mental health; the State Department of Education, through Project ABLE and School to Employment (STEP). Now the federal government joins hands with the City as the Mayor's Commission for Youth gets under way. Federal funds, from the Office of Education and the National Institute of Mental Health will underwrite the integration team.

These partnerships with major institutions provide a broader framework of operation.

(2) *A Proving Ground:* Many ideas which became part of the Mayor's Commission proposals had been successfully used in Madison Area Project schools; M.A.P. staff members served on the task forces and Writing Committee for the proposals. These include team planning, programs to reach dropouts, special curriculum materials for urban schools, team guidance, remedial reading, classroom grouping along lines other than ability, additional guidance and testing services, mental health programs, trips and other enrichment activities as well as parent education.

(3) *Action:* The Madison Area Project was committed to action and act it has. Approaches and the machinery have been developed. The directions that M.A.P.'s action has taken can be seen in the preceding pages.

(4) *Readiness:* The Madison Area Project has helped to develop a readiness for change, and has served as an initiator of change. It provided an example of integration at work with a fully integrated professional staff, not only on the teaching level, but at higher, administrative levels. The project has demonstrated the qualifications of Negroes and the advantages of team work in an integrated staff.

(5) *A Newer, Larger Structure:* As M.A.P. spreads into the Mayor's Commission for Youth, more children will be influenced. There will be an ever-expanding opportunity to fill in the framework developed by M.A.P. and to build a more effective structure.

(6) *Community Mobilization:* The Madison Area Project initiated a School Volunteer Program through which a large segment of the community has been brought into closer touch with the school. Newspapers, radio and television have helped win community understanding of youth's needs and support for youth programs. The Learning Caravan has begun to build a school-home partnership. Speakers, talks and documentation of what was being done helped break the ice.

As this leadership is incorporated into the larger structure of the Mayor's Commission it is appropriate that we should pause to review our progress; to see what has been accomplished. Everyone who has had a hand in the Madison Area Project is deserving of our gratitude.

The project has fulfilled its mandate; it cannot take all the credit. It must now turn to others and say, "Let us press on."

Franklyn S. Barry
Superintendent

1964-65 PROGRAMS AND PEOPLE

A partial list of the people connected with the education programs previewed in Chapter III, reflecting the redeployment of Madison Area Project staff as new programs have developed.

SYRACUSE ACTION FOR YOUTH, EDUCATION ASPECTS
(incorporating Madison Area Project)

STEERING COMMITTEE FOR IN-SCHOOL PHASES

Gerald A. Cleveland, *Chairman*
Harry S. Balmer, *Education Director, S. A. Y.*
Theodore A. Sturgis, *Supervisor of Curriculum Services*
Miss Eleanor L. Kennedy and Joseph Bongo, *Acting Co-Directors Madison Area Project*

CITY SCHOOL DISTRICT

Directors of Bureaus

Fred C. Kaffer, *Pupil Personnel Services*
James G. McGee, *Co-ordinator, Guidance*
C. George Murdock, M.D., *Health*
Mrs. Ila H. Ross, *Assistant Supervisor*
David F. Sine, *Staff Director, Research*

Supervisors

Miss Eleanor H. Behm, *Home Economics*
Mrs. Elizabeth M. Starr, *F. H. A. Consultant*
William F. Bowin, *Mathematics*
Mrs. Jane Downing, *Specialist, Mathematics*
Mrs. Marie M. Cady, *Social Studies*
Dr. Mary C. Durkee, *Intermediate Grades*
Miss Margaret M. Dwyer, *English, Languages and Libraries*
Miss Anne M. Simmons, *Co-ordinator, Foreign Language*
Mrs. Dorothea S. Tuttle, *Co-ordinator, Libraries*
Everett M. Ferris, *Science*
Miss Mary Jane Henderson, *School Lunch*
Mrs. Hannah Joseph, *Business Education*
Dr. Bernice M. Kipfer, *Special Education*
Mrs. Angela J. Bowe, *Co-ordinator, Special Education*
G. Frank Lapham, *Music*
Mrs. Joseph J. Dalton, *Assistant, Music*
Gordon F. Muck, *Art*
Mrs. Margaret M. Perry, *Kindergarten and Primary Grades*
Charles A. Stover, *Health, Physical Education and Safety*
Salvatore Contino, *Assistant, Health, Education and Safety*
Theodore G. Sturgis, *Curriculum Services*
Mrs. Jeanne-Ann Casson, *Specialist, Radio-T.V.*

PRINCIPALS

Joseph Bongo ..... *Madison School*
Miss Viola M. Hall ..... *Seymour School*
David J. Kidd ..... *Central High*
Miss Eleanor L. Kennedy ..... *Irving School*
Emil Cost ..... *Croton School*

VICE PRINCIPALS

Arthur Herd ..... *Madison School*
C. Felton Sayles ..... *Croton School*
William E. Haws ..... *Central Tech.*
George M. Berry, Jr. ..... *Central Tech.*

COORDINATORS

Arnold Berger ..... *Guidance*
Elliot Birnbaum ..... *Curriculm*
James Cabeceiras ..... *Audio-Visual*
Joseph Cangemi ..... *School to Employment*
John LaValle ..... *World of Work*
William Zimmerman ..... *Vocational Assistant**
Sidney Cohen ..... *Reading*
Shirley W. Hall ..... *School-Community*
Mary Lynch ..... *Volunteers*
Rita Schlieder ..... *Asst. Coordinator of Volunteers*
Gerald Weinstein ..... *Team Planning Consultant*

GUIDANCE COUNSELORS

Helene Bonus
Paul Liddell
Lillian Feldman
Rita Contino
John Finnegan
Robert Di Florio
Primo Belluz
Catherine Hearn

PSYCHOLOGIST

Kathryn Chase

SOCIAL WORKERS

Bianca Steates
Jean Young
Charles Jones
Elizabeth Page
Mary Slattery

INSTRUCTION SPECIALISTS

Robert McQueeney
Bernice Robertson
Margaret Williams
Robert Cullivan
Dr. James Smith
Dr. William Benjamin

CURRICULUM MATERIALS DEVELOPMENT CENTER

David A. Anderson, *Director*
Mae Cauldwell, *Teacher-Writer*
Penny Holman, *Teacher-Writer*
Linda Layman, *Materials Assistant**
Louis Rintrona, *Graphic Artist*
James Palmeter, *Production Assistant*
Paul Rohadfox, *Production Assistant*

REHABILITATION TEACHERS

Audrey Sayles
Peggy Satkowski
Sumie Takequchi
Annice Reynolds

READING TEACHERS

Jeannette Anderson
Marguerite Hodgson
Roseanne Murphy
Anne Gifford
Mary Burkhardt
Evelyn Seavey
Beatrice Silverman, *Reading Clinician*

SPEECH INSTRUCTOR

Beulah Rohrlich
Barbara Dennis

TEACHER AIDES

Pearl Baggett
Sally Braithwaite
Lutishey Bullock
Minerva Earsley
Ruby Reynolds

STUDY CENTER AIDES

Eulalia Malone
Alvin J. Nelson

SCHOOL INTEGRATION PROGRAM

Dr. Jerome Beker, *Co-Director*
Dr. Charles V. Willie, *Associate Director*
W. Roger Snead, *Administrator-Coordinator*
Paul Holmes, *Unit Member, Madison*
Kermit Nash, *Unit Member, Levy*
William Vosburgh, *Unit Member, Smith*

URBAN TEACHER PREPARATION PROGRAM

Dr. Ernest Milner, *Director*
Gerald Weinstein, *Associate Director*
Hanford Salmon, *Associate Director*
Diane Bassett, *Graduate Assistant*
Robert Pockrass, *Graduate Assistant*
Robert Lesniak, *Graduate Assistant*
Isabelle Gerideau, *Graduate Assistant*
Gerald Lane, *Graduate Assistant*

*Volunteer

MADISON AREA PROJECT
1963-1964 STAFF

Dr. Mario D. Fantini, *Director*

Joseph Bongo	Emil J. Cost	Miss Eleanor L. Kennedy
Principal, Madison	*Principal, Croton*	*Principal, Irving*

David A. Anderson ..... *Audiovisual Coordinator*
James Cabeceiras ..... *Audiovisual Assistant*
Leroy G. Callahan ..... *Mathematics Consultant*
Joseph P. Cangemi ..... *Vocational & Placement Coordinator*
Shirley W. Hall ..... *Assistant to the Director*
Paul Holmes ..... *Research Coordinator*
Jack Kirkland ..... *Social Work Consultant*
John LaValle ..... *Vocational & Placement Assistant*
Mary F. Lynch ..... *Volunteer Coordinator*
Kermit B. Nash ..... *Psychiatric Social Worker*
Evelyn Seavey ..... *Helping Teacher, Croton*
Gerald Weinstein ..... *Curriculum Coordinator*
Waldo D. Whitney ..... *Field Work Supervisor*
Margaret Williams ..... *Helping Teacher, Irving*
William F. Zimmerman** .... *Vocational & Placement Assistant*

SCHOOL VOLUNTEER COMMITTEE

Mrs. Robert J. Sloan, *Chairman*
Mrs. Irving G. Berman, *Co-chairman*
Mrs. Harold A. Schlieder, *Reading Help Coordinator*
Mrs. Gerald Weinstein, *Play Production*
Mrs. Louis Krasner, *Dramatics Accompanist*
Mrs. Edward Green, *Mathematics Help Coordinator*
Mrs. William Schiess, *Chairman-of-Day Coordinator*
Two-Hundred School Volunteers

FACULTY

WASHINGTON IRVING SCHOOL

Nancy C. Cooper
Kenneth Barney
Helen Besdin
Audrey Brooks
Catherine Carroll
Dorothy Cinqmars
Myrtle Coffey
Ruth E. Emmons
Mary Forbes
Arthur Forster
Pauline Frantz
Albert Freedman
Clara Gladney
Edith M. Hammer
Margaret Harrison
Grace Mason
Mary Ann Mayo
Leah McTomany
Eleanor K. Meehan
Marcella Merrill
J. Peterfreund
Mary Anne Quinn
Mary B. Reilly
Agnes V. Sheedy
Lowell L. Smith
Betty Burns
Ruth L. Marks
Mildred C. Simmons
Freda R. Goldman
Lois Stark

Dr. Lalit Masih, *Guidance Counselor*
Cynthia Sutton, *Psychologist*
Bianca Steates, *Visiting Teacher*
Marguerite Hodgson, *Reading Clinician*
Dr. Ralph R. Scobey, *Doctor*
Irene Wheel, *Secretary*
Ruth Craner, *Secretary*
DeForest F. Arbogast, *Head of Maintenance*
Barbara Decker, *Speech Therapist*
Virginia M. Sheridan, *Nurse*

MADISON SCHOOL

William Beard
George Giblin
Doris Gilbert
Arthur A. Herd
Mary E. Stone
Hazel L. Wright
Kenneth Benjamin
Robert L. Capone
Victor Ciciarelli
Andrew Patterson
Martha Schoeppel
Faith A. Wisehoon
Emanuel Breland
Donald Caldeira
R. E. Cullivan, Jr.
Robert C. Leimer
Burton E. Pearce
Richard Vojvoda
Charles Jones
Thomas F. Feeney
Joseph Leonard
Walter Shepperd
Frank E. Vurraro
Mildred M. Woods
Charles Durr
Harvey D. Fisher
Eunice P. Randle

William Snead, *Vice Principal*
Beatrice Silverman, *Reading Clinician*
Charlene Byrd, *Reading Clinician*
Gladys Alridge, *9th grade Guidance Counselor*
Robert Di Florio, *8th grade Guidance Counselor*
George Roth, *7th grade Guidance Counselor*
Ruth Purcell, *Librarian*
Edward F. Blume, *Attendance Teacher*
Nell Matthews, *Secretary*
Dorothy Winslow, *Secretary*
Mary Lang, *School Nurse*
Joseph Priolo, *Head of Maintenance*

CROTON SCHOOL

Barri Armitage
Gordon Blomquist
Elizabeth M. Brown
Marion Casavant
Theresa Cizenski
Linda Cohen
Marguerite Colbert
Doris King
Arlene Marmon
Vivian Golub
Mary J. Paterson
Margaret Sheahan
J. J. Tharrington
Ruth Conley
Jane Anne Daly
Mary Davis
Lillie Fields
Marcella Gaffney
Sandra Giacchi
David T. Grose
Susan R. Klenk
Anne Meltzer
Bernita B. Moulton
Carol L. Ranish
Edna W. Smith
Virginia Votti
Linda A. Craver
Jean S. Davis
Angela Ferrara
Linda Fitzpatrick
Isabelle Gerideau
Marion Goode
Ellen R. Horn
Evelyn Knowles
John Monaghan
Zola Nagel
Elaine Rosenthal
Anna Thurtell
Ira Lee Harper
Clara G. Roche
Peggy H. Satkoski
S. Lily Ann Takeguchi
Kathryn D. Conley
Philip E. Yerdon
Robert G. Rupracht
Eleanor S. Barry
John G. Johnstone

Lillian Feldman, *Guidance Counselor*
Dorothy Dwyer, *Reading Clinician*
Doris Ferentino, *Psychologist*
William Vosburgh, *Psychologist*
Catherine W. Lowery, *Nurse*
Jean Young, *Visiting Teacher*
Philomena Granozio, *Secretary*
Alan Johnston, *Head of Maintenance*
Barbara J. Fletcher, *Speech Therapist*

1001 ALMOND STREET CLERICAL STAFF

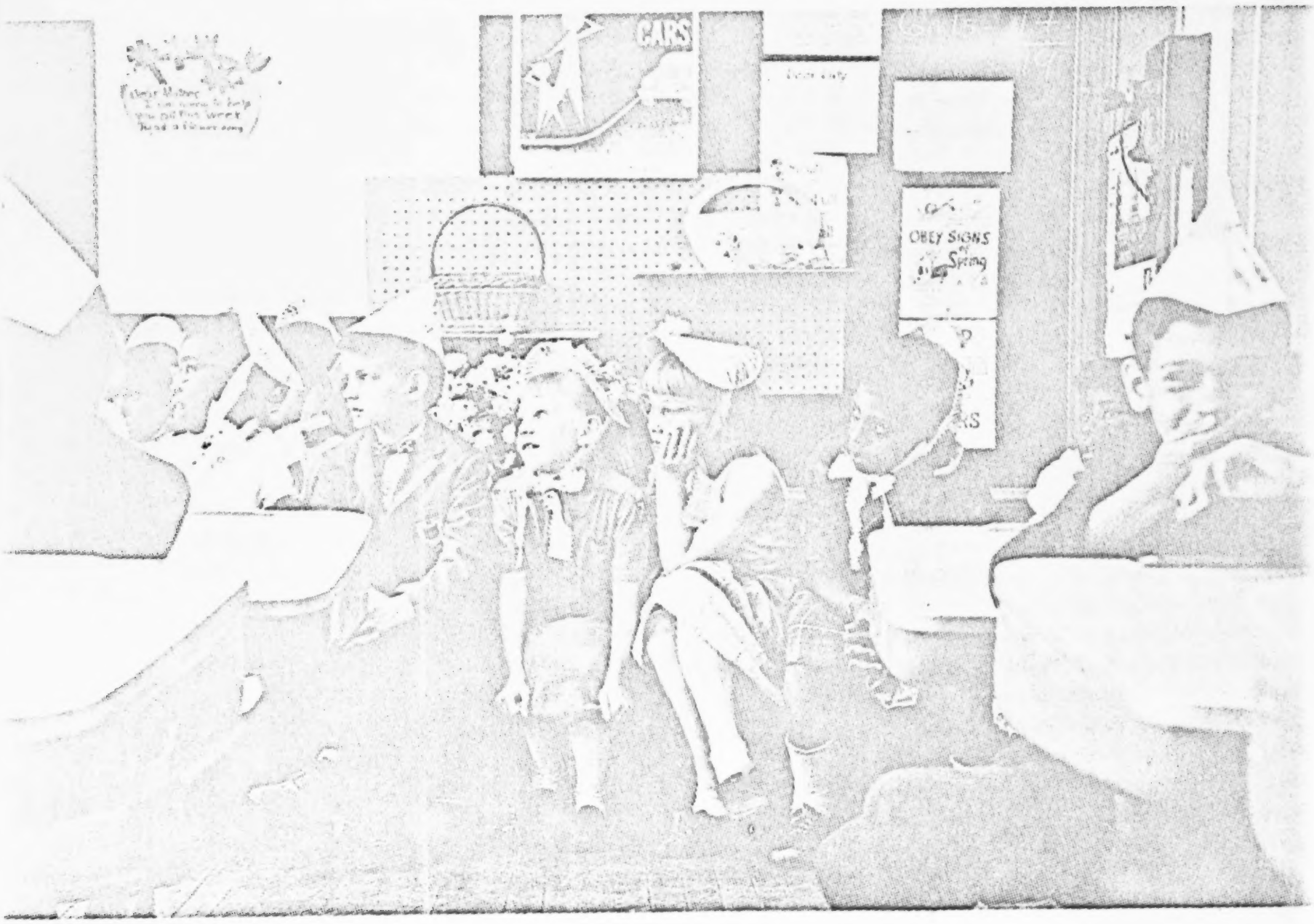
Mary Loftus
Mae F. Allen
Iadwiga Carr*
Mary Ann Phillips
Betty L. Hart
Gloria Jones
Margaret Ryan
Beverly Yerdon*

*RESIGNED **VOLUNTEER

FOCUS ON THE TEACHER

These eager, expectant pupils reflect both the magnetism of the teacher in action and the challenge of creative teaching. The second year of the Madison Area Project, as described in the preceding pages, could not have been accomplished without the teachers. They were truly on the cutting edge because all of the step-by-step, day-by-day learning occurs in the classroom. Excited and challenged, the teachers accepted the responsibility for implementing continuous and ongoing change. It is appropriate, therefore, that the last words of this report be a tribute and an expression of deepest appreciation to our teachers. To the faculties and staffs at Croton, Irving and Madison Schools, who have been part of the "laboratory for change" the longest, as well as to the teachers at Central, Seymour, and elsewhere, who are now being brought into the program, we extend our thanks.

GERALD A. CLEVELAND
Assistant Superintendent of Schools for Instruction



WHERE?

Mayor's Commission for Youth*	236 West Genesee Street	472-4361
Curriculum Materials Development Center	1001 Almond Street	474-6031
Syracuse School District	409 West Genesee Street	474-6031
Madison Area Project	1001 Almond Street	474-6031
Integration Unit	1001 Almond Street	474-6031
Youth Development Center, S.U.	926 South Crouse Avenue	476-5571 Ex. 3171
Urban Teacher Preparation Project	305 Comstock Avenue	476-5571 Ex. 3343